GUIDE *to* Education

ECS *to* Grade 12

September 2006

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

I, Gene Zwozdesky, Minister of Education, in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, as amended, authorize this *Guide to Education: ECS to Grade 12* for use in Alberta schools.

[signature]

Minister of Education

Courses and course codes approved after the printing of this *Guide* will be updated throughout the year in the online version. The newly approved course codes will be shown with a colour-shaded background in the online version. Pertinent pages may be printed off for updating print copies of the *Guide.*

Alberta
EDUCATION

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Alberta
EDUCATION

Available in electronic format on the Internet at http://www.education.gov.ab.ca
under Kindergarten to Grade 12 and then Legislation, Regulations and Policies.

Print copies of this *Guide* are available for purchase from the Learning Resources Centre,
780–427–2767. E-mail lrccuster@gov.ab.ca.

For suggested changes, or questions regarding content, contact the Director, Governance
and Program Delivery Branch, Alberta Education, 780–427–7235. To be connected toll free
inside Alberta, dial 310–0000. E-mail edguide.contact@education.gov.ab.ca.

All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S–3,
as amended.

The primary intended audience for this *Guide* is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Foreword

Introduction

Education is the key to our young people becoming full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn and be able to do in order to participate successfully in an economy and society undergoing fundamental changes. Alberta Education's three-year business plan provides direction for the future of education in Alberta. It is a plan for Alberta students to be well prepared for the world of work and for lifelong learning.

The initiatives in Alberta Education's three-year business plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements that better meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and disposition to pursue learning throughout their lives.

The directions and initiatives outlined in the three-year business plan are reflected in this *Guide to Education: ECS to Grade 12 (Guide)*. Some examples of these directions and initiatives include: learning in the workplace through the Registered Apprenticeship Program; the provision for students to learn skills through career and technology studies while at school and/or, with the assistance of business, to deliver skills programs; the provision of the Kindergarten Program Statement; and the provision for challenge assessments. All of these examples reflect a results orientation to curriculum.

The *Guide* is released by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the *School Act*. Policies, procedures and organizational information required to operate schools are

included, or directions are given on how the reader may obtain this information. For educators in Francophone schools, please refer to the French edition of the *Guide to Education: ECS to Grade 12* entitled *Guide de l'éducation, Manuel de la maternelle à la 12ᵉ année.*

Purposes of the *Guide*

This *Guide* serves the following purposes:

- to identify program requirements specified by Alberta Education and provide the foundations upon which these requirements are based

- to provide information about Kindergarten to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools

- to communicate information useful in organizing and operating Alberta schools to meet the needs of children and students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission and Basic Education section of this *Guide* defines basic education and addresses the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act.*

Alberta Education's management system is policy-based and results-oriented. To the greatest extent possible, policies and procedures are used to set educational directions and goals. This *Guide* supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

Definitions

References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this *Guide*, "school authority" means the board of a public or separate school district, a regional division, a school division, charter schools and/or the operator of a private school accredited by the Minister under section 28(2) of the *School Act.*

"Graduation" is defined as having met the requirements to earn an Alberta High School Diploma or an Alberta High School Equivalency Diploma.

| **Identification of Requirements** | Many of the requirements discussed in this *Guide* originate in statutes, regulations, ministerial orders, directives and policies of the Government of Alberta and Alberta Education. Requirements that appear only in this *Guide* are noted in **boldface** print. School authorities are required to act in accordance with: |

- statutes, regulations, ministerial orders, directives and policies
- the *Funding Manual for School Authorities*
- the *General Information Bulletin: Achievement Testing Program*
- the *General Information Bulletin: Diploma Examinations Program*
- all items in **boldface** print that exist in this *Guide* and cannot be found in other statutes, regulations, ministerial orders, directives and policies
- Appendix 3 of this *Guide*.

Readers are advised to access current versions of the complete statutes, regulations, ministerial orders, directives and policies through the hyperlinks in the electronic version of this *Guide*.

Interdisciplinary Studies

The programs referred to in this *Guide* are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model.

Internet

Alberta Education is on the Internet at http://www.education.gov.ab.ca. The site contains information covering all areas of education in the province, from ECS to Grade 12. From the home page, this *Guide* can be found by clicking on Kindergarten to Grade 12 and then clicking on Legislation, Regulations and Policies.

For ease of use and access, the *Guide* is in both pdf and html formats.

The pdf version of the *Guide* is designed for viewing and downloading and may be printed in its entirety or by sections.

The html version of the *Guide* is designed for online viewing, searching and ease of navigation to hyperlinks.

The following icons appear throughout the *Guide*, identifying hyperlinks that can be found in the online html version to referenced government documents, Web sites and other sections within the *Guide*:

Denotes a hyperlink to a referenced government document. See the list of referenced documents and corresponding Web site addresses in the Contacts section of this *Guide*.

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Document Availability

All documents referenced in this *Guide*, including print copies of the *Guide* itself, are available for purchase from the Learning Resources Centre, unless otherwise stated.

Identification of Content Changes

Users are encouraged to familiarize themselves with this document in its entirety. A list of content changes made since the previous version is provided in the *Summary of Key Changes* that is distributed to school authorities with the *Guide* and is posted on the Alberta Education Web site.

Table of Contents

**Program
Planning**

Program Administration

**Resources
and Services**

PROGRAM FOUNDATIONS
Vision, Mission and Basic Education

Alberta Education Vision

The best Kindergarten to Grade 12 education system in the world.

Alberta Education Mission

The Ministry of Education, through its leadership and work with stakeholders, ensures that students are prepared for lifelong learning, work and citizenship so that they can become self-reliant, responsible and contributing members of a democratic, knowledge-based and prosperous society.

Goals and Standards Applicable to the Provision of Basic Education in Alberta

Ministerial Order No. 004/98
School Act, Section 39(1)(f)

This ministerial order outlines student learning outcomes and standards for student learning and addresses education delivery.

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue

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learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness that will help to prepare them for participation in the global economy.

Student Learning Outcomes
Ministerial Order No. 004/98

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

(a) read for information, understanding and enjoyment

(b) write and speak clearly, accurately and appropriately for the context

(c) use mathematics to solve problems in business, science and daily-life situations

(d) understand the physical world, ecology and the diversity of life

(e) understand the scientific method, the nature of science and technology, and their application to daily life

(f) know the history and geography of Canada and have a general understanding of world history and geography

(g) understand Canada's political, social and economic systems within a global context

(h) respect the cultural diversity and common values of Canada

(i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals

(j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being

(k) know the basic requirements of an active, healthful lifestyle

(l) understand and appreciate literature, the arts and the creative process

(m) research an issue thoroughly, and evaluate the credibility and reliability of information sources

(n) demonstrate critical and creative thinking skills in problem solving and decision making

(o) demonstrate competence in using information technologies

(p) know how to work independently and as part of a team

(q) manage time and other resources needed to complete a task

(r) demonstrate initiative, leadership, flexibility and persistence

(s) evaluate their own endeavours and continually strive to improve

(t) have the desire and realize the need for lifelong learning.

Standards for Student Learning
Ministerial Order No. 004/98

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes referred to in section 2(3) of this order, the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery
Ministerial Order No. 004/98

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Programming Principles

School Act, Section 39(1)

The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for the core subjects that apply to all students, as well as those that apply for optional courses or programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programs of study are established at the provincial level and apply to all students.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, by schools, by teachers and by students. Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- providing time for learning based on student progress.

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs is responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways, including enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time.

General Principles for Effective Programming

The following principles provide a general guide for programming.

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection and setting of outcomes for student learning should be based on the programs of study. Both general and specific outcomes should be set, and these should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and communicated to all involved.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and of what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- Communication between School and Home

  Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure continuity of learning experiences.

- Connections across Subject Areas

  There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.

- Partnerships between School and Community

  What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

- Consistency between Curriculum and Assessment

  Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.

- Coordination between Schools

  When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves the:

- use of time as a resource, recognizing that students learn at different rates
- grouping of students according to educational needs and according to the characteristics of the learning activity
- use of a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits
- use of a broad range of instructional strategies to provide a variety of ways for viewing subject matter, as well as the opportunity for individual students to learn in their preferred mode
- use of a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- use of a wide variety of assessment strategies to monitor student progress in all areas of the curriculum.

| **Programming responds to developmental stages of students.** | During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs. |

Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to learning needs.

CHARACTERISTICS	INDICATORS
The learning needs and progress of each student are known.	• Parents are aware of the learning needs and educational progress of their children. • Teachers are aware of the characteristics and learning needs of individual students. • Teachers are aware of student progress in previous years. • Teachers are aware of student progress in other program areas. • Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	• Students are able to complete successfully the learning activities they are assigned. • Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	• Students can describe the relationship between what they are currently studying and what they have previously studied. • Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs.
School learning experiences provide challenge.	• Students show interest in their studies. • Parents comment on student interest and achievement. • Students experience a wide range of approaches to learning. • At any given time, different students can be observed working on different tasks. • Students use a variety of sources to complete their work. • Students take initiative in and show responsibility for their learning.

LEGISLATIVE REQUIREMENTS FOR EDUCATION IN ALBERTA: Overview

This section of the *Guide* contains an overview of the legislative requirements for education in Alberta, with a focus on areas that relate to the implementation of education programs in schools and the operation of schools.

The overview of legislative requirements includes statutes, regulations, ministerial orders, directives and policies.

- The *School Act*❶ sets out the legal parameters that govern the education of students in Alberta.

- The *Government Organization Act* creates the Department of Education under the authority of the Minister of Education.

- The *Teaching Profession Act* creates the Alberta Teachers' Association as the teachers' professional organization in Alberta.

- The *Remembrance Day Act* outlines the requirements for the observance of Remembrance Day in schools.

- Alberta Regulations (A.R.) and ministerial orders are additional legislative requirements and must be followed.

- Directives are issued by the Minister of Education to give direction to school authorities on matters of importance.

- Policies outline the direction that Alberta Education gives to school authorities in order to provide the best possible education for all Alberta students.

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❶ All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S–3, as amended.

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

A number of other Alberta Education documents contain requirements for the implementation of education programs and operation of schools. See the Requirements in Other Alberta Education Documents section in this *Guide* for a list of those documents.

Readers are advised to access current versions of the complete statutes, regulations, ministerial orders, directives and policies through the hyperlinks in the electronic version of the *Guide*.

The *School Act*

Introduction

This section contains extracts from the *School Act* that highlight the roles and responsibilities for students, teachers, principals and school councils. Sections from the *School Act* regarding student attendance, suspension and expulsion also have been included so that they may be related to the role of the student. Reference is also made to the section of the *School Act* that highlights the importance of safe and caring schools. Margin notations give the *School Act* reference and related regulations and policies where applicable.

The *School Act* is available for purchase from the Queen's Printer Bookstore, Edmonton or Calgary, or online at www.qp.gov.ab.ca. Note: To view the *School Act* online, search *School Act*, select "electronic version," then click "View text of this document."

The Student
School Act, Section 12

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

(a) be diligent in pursuing the student's studies;

(b) attend school regularly and punctually;

(c) co-operate fully with everyone authorized by the board to provide education programs and other services;

(d) comply with the rules of the school;

(e) account to the student's teachers for the student's conduct;

(f) respect the rights of others.

Independent Student
School Act, Section 1(m)

The *School Act* defines an "independent student" as a student who is:

(i) 18 years of age or older, or

(ii) 16 years of age or older and

    (A) who is living independently, or

    (B) who is a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

Student Attendance
School Act, Sections 12(b), 13(1), 14, 60(3)(b)

Attendance at school is compulsory for eligible students who, at September 1 in a year, [are] 6 years of age or older, and [are] younger than 16 years of age [*School Act*, section 13(1)]. School authorities may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13. Enforcing school attendance is described under section 14.

Attendance Board
School Act, Sections 13, 14, 15, 126

The Attendance Board provides a means to address and seek solutions to issues or problems regarding attendance at school. Referrals to the Attendance Board, under section 15, are made when a student who is required to attend school under section 13 does not attend school, and where attempts by the school authority to enforce school attendance under section 14 have not been effective. Under section 126, before referring a matter to the Attendance Board, a school authority shall ensure that the student has been advised of the student's duty to attend school under section 13 and shall ensure that all reasonable efforts have been made to enforce the student's attendance at school.

Order of [the Attendance] Board
School Act, Section 128

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and the parent to do a number of things, including directing the student to attend school, directing the parent to send the student to school, and directing the student to take a program or course. An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

Suspension and Expulsion of Students

Suspension
School Act, Sections 1(1)(hh), 12, 24, 45(8)

Suspension is defined in the *School Act* by section 1(1)(hh):

"suspend" means to remove a student

(i) from school,

(ii) from one or more class periods, courses or education programs, or

(iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

When considering student suspension, the following sections of the *School Act* are of basic importance:

- Section 12 describes a student's conduct responsibilities.
- Section 24(1)(b) provides broader expectations for student behaviour and may form the basis for suspension.
- Section 45(8) notes the board's responsibility for providing a safe and caring environment.

These sections should guide the setting of school and board policy surrounding student conduct and the consequence of student suspension.

The school is responsible for communicating behaviour expectations and the consequences of misconduct to all students and parents of the school. School handbooks, newsletters, assemblies, general announcements and/or building notices are some of the means that may be used to ensure universal student and parent awareness.

The process considerations for suspension of a student are described in section 24. Some points of emphasis are:

- Only the principal can suspend a student for more than one class period, or from riding a school bus. The principal must sign the letter of suspension.
- The parent or the student, if at least 16 years of age, must be given the opportunity to discuss the particulars of the suspension with the principal.
- The principal can suspend a student to a maximum of 5 school days.
- A student may remain under suspension beyond 5 school days only when the principal has recommended expulsion to the school board.
- The board must then expel or reinstate the student within 10 school days of the initial time of suspension.

Expulsion
School Act, Sections 1(1)(j), 8, 13(5)(c)(d), 25, 45(1)(7), 60(1)(e), 124

Expulsion is defined in the *School Act* by section 1(1)(j):

"expel" means to remove a student

(i)   from school,

(ii)   from one or more courses or education programs, or

(iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

The student expulsion process is covered in section 25. A principal may recommend to the board that a student be expelled. When considering an expulsion, the following should be noted:

- Only a school board may expel a student.
- A hearing must be held that allows the parent and/or the student the opportunity to present their case in a fair setting.
- All information to be considered must be shared among the parties concerned.
- An expelled student must be provided another education program with appropriate supports.
- The term of the expulsion must be specified.
- The right of the parent or the student, if at least 16 years of age, to request a review by the Minister must be communicated in writing. Contact information should be included.

During the suspension/expulsion process, certain considerations are necessary:

- The rights of the student must be respected and communicated to the parent and/or the student as the process advances through its steps.
- Disciplinary measures taken by the school will be independent of all other agencies or school authorities.
- The entire process must be timely, open, impartial and reasonable in the circumstances.
- The rules for re-enrolling a student following the term of an expulsion must be stated.

When considering suspensions or expulsions, administrators may also refer to the following sections of the *School Act*:

- Section 8 affirms the student's right of access to an education.
- Section 13(5)(c) and (d) excuses a suspended or expelled student from compulsory attendance.
- Section 45(1) and (7) assigns the responsibility to the board for providing each resident student with an education program.
- Section 60(1)(e) requires the board to make rules regarding suspension, expulsion and re-enrollment.

Section 124 indicates that a parent or student, if at least 16 years of age, may write to the Minister to request a review of an expulsion. In the event of an expulsion review by the Minister there are generally four guiding terms of reference:

1. Did the board's policy and procedures for suspension and expulsion comply with the *School Act*?
2. Did the school board adhere to its policy and procedures?
3. Was the board's decision to expel reasonable in the circumstances?
4. Was the board's offering of another education program for the student appropriate in the circumstances?

The decision of the Minister on a review is final.

For further clarification or interpretation of the student suspension and expulsion process, please contact the Disputes Management Team Leader in the Governance and Program Delivery Branch.

The Teacher
School Act, Section 18

Section 18 of the *School Act* states that a teacher, while providing instruction or supervision, must:

(a) provide instruction competently to students;

(b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;

(c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;

(d) encourage and foster learning in students;

(e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;

(f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;

(g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

The Principal
School Act, Section 20

Section 20 of the *School Act* states that a principal of a school must:

(a) provide instructional leadership in the school;

(b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;

(c) evaluate or provide for the evaluation of programs offered in the school;

(d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;

(e) direct the management of the school;

(f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;

(g) promote co-operation between the school and the community that it serves;

(h) supervise the evaluation and advancement of students;

(i) evaluate the teachers employed in the school;

(j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

The School Council
School Act, Section 22
A.R. 176/2003
Policy 1.8.3

Section 22 of the *School Act* states:

(1) A school council shall be established in accordance with the regulations for each school operated by a board.

(2) The majority of the members of a school council shall be parents of students enrolled in the school.

(3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.

(4) A school council may, at its discretion,

  (a) advise the principal and the board respecting any matter relating to the school,

  (b) perform any duty or function delegated to it by the board in accordance with the delegation,

  (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

  (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and

  (e) do anything it is authorized under the regulations to do.

(5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.

  [These functions may include, but are not limited to, policies respecting:
  – the nature of the programs offered
  – the expenditure of money
  – the educational standards to be met by students
  – the management of the school.]

(6) A school council may make bylaws governing its meetings and the conduct of its affairs.

(7) Subject to the regulations, a board may develop and implement policies respecting school councils.

(8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.

(9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

(10) The Minister may make regulations

(a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;

(b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;

(c) respecting any other matter the Minister considers necessary respecting school councils;

(d) exempting a school or class of schools from the application of this section.

Safe and Caring Schools
School Act,
Section 45(8)

Section 45(8) of the *School Act* highlights the importance of providing a safe and caring environment for students.

45(8) A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Remembrance Day Act

Chapter R–16
RSA 2000

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

School remembrance ceremony

1 (1) A board, as defined in the *School Act*, shall on Remembrance Day, with respect to each of its schools,
  (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
  (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.

(2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.

(3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

Regulations

Introduction

Regulations have the effect and force of law. The following subsections provide a synopsis of those regulations that are relevant to the operation of schools. Margin notations give the relevant sections of the *School Act*, the regulation number and related policy, where applicable.

All regulations are contained in the *K–12 Learning System Policy, Regulations and Forms Manual.*

Private Schools Regulation

School Act, Section 28(1)(2)
A.R. 190/2000
as amended

This regulation addresses the application for registration and accreditation, the required programs for funded private schools, the additional records to be kept by private schools, rules for discipline, suspension and expulsion, required notices, school policies, required insurance and financial reporting provisions.

The regulation also requires private schools, among other obligations, to complete an Annual Operational Plan (AOP) form, keep student records and ensure student records follow the student when the student changes schools.

Home Education Regulation
School Act, Section 29
Policy 1.1.2
A.R. 126/99
as amended

This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school.

The regulation provides parents with alternatives in regard to supervision. They must notify their supervising board or supervising private school of their desire to educate their child at home.

Early Childhood Services Regulation
School Act, Section 30
Policy 1.1.3
A.R. 31/2002

This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.

Charter Schools Regulation
School Act, Sections 31–37
Policy 1.1.1
A.R. 212/2002

This regulation addresses the definition of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal.

Student Record Regulation
School Act, Section 23
A.R. 71/99
as amended

This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, states the length of time a record must be retained, the disposal and destruction of records, what happens when a student transfers to another school and regulation compliance. It also addresses right of access to a record and the disclosure of information in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). Private school authorities are referred to the *Personal Information Protection Act* (PIPA) for direction in addressing the disclosure of information in the student record.

Student Evaluation Regulation
School Act, Section 39(3)(c)
A.R. 177/2003
as amended

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process that may include Special Cases Committee; ministerial determination of fees and the use of evaluation results.

Practice Review of Teachers Regulation
School Act, Section 94
A.R. 4/99
as amended

This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon in cases where the local process has failed. This includes conduct by teachers not subject to the discipline procedure of the *Teaching Profession Act*. The regulation includes a process for initiating complaints and conducting investigations, hearings and appeals.

Ministerial Orders

Introduction	Those responsible for the implementation of education programs and the operation of schools must be aware of the following ministerial orders that are contained in the *K–12 Learning System Policy, Regulations and Forms Manual.*

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Ministerial Order No. 016/97

This ministerial order applies to teacher certification, professional development, supervision and evaluation and is supported by descriptions of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers.

Goals and Standards Applicable to the Provision of Basic Education in Alberta
Ministerial Order No. 004/98

This ministerial order sets expectations for student learning outcomes, standards for student learning and education delivery.

Standards for the Provision of Special Education to Students in Alberta
Ministerial Order No. 015/2004

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. The document *Standards for Special Education, Amended June 2004* contains these requirements.

Directives

Introduction

Directives contain guidelines to assist in the formulation of policies that protect the health and well-being of students and teachers. Those responsible for the implementation of education programs and the operation of schools must be aware of the following directives contained in the *K–12 Learning System Policy, Regulations and Forms Manual*.

HIV/AIDS in Educational Settings

This directive is intended to provide information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases. For further information, see the Program Administration section.

Human Sexuality Education

This directive states that every board-operated school offering grades 4, 5 and 6 Health, grades 7, 8 and 9 Health and Life Skills, and Career and Life Management shall ensure that the human sexuality component is offered to all students. Parents have the right to exempt their child from school instruction in human sexuality education. For further information, see the Program Administration section in this *Guide*, the Health and Life Skills (K–9) Program of Studies and the Career and Life Management (Senior High) Program of Studies.

Policies

Introduction

Policies contained in Sections 1 and 2 of the *K–12 Learning System Policy, Regulations and Forms Manual* are the terms and conditions under which public schools, private schools and ECS private operators access funding. Policy requirements must be followed. Those with the responsibility for the implementation of education programs and the operation of schools must be aware of the following policies.

Types of Schools/Programs

1.1.1   Charter Schools
1.1.2   Home Education
1.1.3   Early Childhood Services
1.1.4   Outreach Programs
1.1.5   Alternative Programs Policy

Locally Developed Courses

1.2.1   Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
1.2.2   Locally Developed Religious Studies Courses

Practical Arts

1.4.2   Knowledge and Employability Courses
1.4.3   Off-campus Education

Second Languages

1.5.1   English as a Second Language
1.5.2   French as a Second Language and French Language Immersion
1.5.3   Languages Other than French or English

Special Education Services	1.6.1	Educational Placement of Students with Special Needs
	1.6.2	Special Education
	1.6.3	Guidance and Counselling

Community Relations	1.8.1	Services for Students and Children
	1.8.2	School-bsed Decision Making
	1.8.3	School Councils

Accountability in Education Policy Requirements	2.1.1	School Authority Accountability
	2.1.2	Student Evaluation
	2.1.3	Use and Reporting of Results on Provincial Assessments
	2.1.5	Teacher Growth, Supervision and Evaluation

Information Bulletins

Introduction

Information Bulletins are contained in the *K–12 Learning System Policy, Regulations and Forms Manual* and clarify the department's position on a range of issues. Those with the responsibility for the implementation of education programs and the operation of schools must be aware of the following:

3.2.2 Learning and Teaching Resources
3.3.2 Practice Review of Teachers
3.5.1 Review by the Minister
3.5.2 Special Needs Tribunal
3.5.3 Attendance Board
3.6.1 Private Schools
3.6.2 Public and Separate Schools

Requirements in Other Alberta Education Documents

Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools:

Alberta Education Three-year Business Plan

The *Alberta Education Three-year Business Plan* provides an overall direction for the future of education in Alberta and identifies key goals, strategies, performance measures, results and time lines for improving the provincial system of public education.

K–12 Learning System Policy, Regulations and Forms Manual

The *K–12 Learning System Policy, Regulations and Forms Manual* is a resource for school boards, schools, school councils, private schools and ECS private operators. It contains policies, regulations and forms to guide the delivery of education. The policies and regulations define the requirements for funding eligibility under the *School Act*, the *Government Organization Act* and the *Teaching Profession Act*.

Alberta Programs of Study

The Alberta programs of study are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

Funding Manual for
School Authorities

The _Funding Manual for School Authorities_ defines the terms and conditions under which a board, private school or ECS private operator may obtain funding.

All of the above documents are available on the Alberta Education Web site.

PROGRAM PLANNING:
Programs of Study

Programs of Study
School Act, Section 39(1)

The following programs of study are prescribed by order of the Minister pursuant to section 39(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*
- *Program of Studies: Senior High Schools*

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
  - General Outcomes
  - Specific Outcomes.

School Act, Section 10

Alberta Education develops programs of study in both English and French. Alberta Education recognizes that English and French are official languages of Canada and that Canadian citizens belonging to the French-language minority in Alberta have the right to have their children educated in French language minority schools according to section 23 of the *Canadian Charter of Rights and Freedoms* and section 10 of the *School Act*.

Implementation Schedule for Programs of Study and Related Activities

The *Implementation Schedule for Programs of Study and Related Activities* indicates implementation dates, revised provincial assessments and the availability of learning and teaching materials in English and French. The degree of change for each new program is indicated using a star rating system.

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

Learning Resources

All authorized learning and teaching resources available for purchase are listed in the *Learning Resources Centre Resources Catalogue* (in print or CD–ROM format) or through the LRC Web site. Also, all authorized resources are listed at the Alberta Education Web site under Kindergarten to Grade 12/Curriculum and Learning and Teaching Resources/Programs of Study and Learning and Teaching Resources.

Aboriginal Education

To support the education of First Nations, Métis and Inuit (FNMI) learners, schools are encouraged to use learning resources that increase and strengthen knowledge and understanding among all Albertans of FNMI governance, history, treaty and Aboriginal rights, lands, cultures and languages. These resources can be obtained from the Learning Resources Centre.

Aboriginal perspectives are currently being infused into all core curricula and resources developed by Alberta Education. As new curricula and resources are developed, Aboriginal perspectives will be included.

School authorities intending to offer an Aboriginal language course may choose from provincial programs of study such as Cree or Blackfoot Language and Culture, or may use locally developed Aboriginal language programs such as Dene, Stoney or any other Aboriginal languages as per provincial policy 1.2.1. Provincial language and culture programs are developed in consideration of the *Western and Northern Canadian Protocol's Common Curriculum Framework for Aboriginal Language and Culture, Kindergarten to Grade 12*.

Alberta Education's Aboriginal Services Branch researches and compiles information about best practices in Aboriginal education to assist schools in increasing the achievement of FNMI learners.

The *Renewed Funding Framework's* differential funding for First Nations, Métis and Inuit learners is provided to assist jurisdictions in meeting their unique educational needs.

The *First Nations, Métis and Inuit Education Policy Framework*, 2002 is available on the Alberta Education Web site.

More information on Aboriginal courses and resources is available from the Aboriginal Services Branch.

ECS to Grade 9

Early Childhood Services

Early childhood is a particularly significant period in human development, and the Early Childhood Services (ECS) programs provide services to address the developmental needs of children before they enter Grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs that may be offered by school boards, private schools and ECS private operators.

Kindergarten

Kindergarten, as part of the ECS programs, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the expectations outlined in the *Kindergarten Program Statement* (current version).

The *Kindergarten Program Statement*, available from the Curriculum Branch or for viewing and downloading from the Alberta Education Web site, describes the learning achievement that helps prepare children for entry into Grade 1 and provides them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

Text in boldface are requirements that appear only in this *Guide*.

Program Organization and Delivery

Access to Instruction Kindergarten

Where Kindergarten programs are offered, **approved operators/schools shall provide access to at least 475 hours of instructional program activities for each child in a centre during a fiscal year, or at least 22 in-home visits of one-and-a-half hours duration or more (child must be in attendance) to each child in an in-home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits.**

Instructional Time Kindergarten

Instructional time includes time scheduled for purposes of instruction and other student activities where direct student–teacher interaction and supervision are maintained.

An operator/school may use a maximum of 35 hours of instructional time for activities such as:

- visits to the child's home ❶
- staggered entry
- small group days
- demonstration of child learning in child–parent–teacher conferences (child must be in attendance)

that promote the transition of children from home to school, and encourage communication and relationship building.

Instructional time does not include:

- **teacher convention days**
- **professional development days**
- **teacher planning days**
- **staff meetings**
- **statutory and school authority-declared holidays**
- **lunch breaks**
- **recesses**
- **time taken for the registration of students.**

❶ These visits support transition from home to school, including meeting the parents/guardians and providing orientation about the program or for following up on child progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of instructional hours.

Access to Instruction
Grade 1 to Grade 9
School Act, Section 39(1)(c)

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act*, and to allow for a balanced program that leads to the student learning outcomes indicated in the description of Basic Education, **schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1 students, alternative minimum times enabling a smooth transition from ECS are permissible.**

Definition of Instruction

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving the outcomes of approved Programs of Study and/or Individualized Program Plans through:

- **interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or**
- **interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or**
- **supervision of presentations for and/or by students, workplace learning and other learning activities.**

Instructional Time
Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- **teacher convention days**
- **professional development days**
- **parent–teacher interview days**
- **teacher planning days**
- **staff meetings**
- **statutory and school authority-declared holidays**
- **lunch breaks**
- **breaks between classes**
- **recesses**
- **time taken for the registration of students**
- **extracurricular activities.**

**Organization of
Instructional
Time**

The following requirements and considerations apply to the organization of instructional time.

- All students must be provided access to a minimum number of hours of instruction. See Access to Instruction Kindergarten and Access to Instruction Grade 1 to Grade 9 in this section.

- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students; e.g., block planning, artist in residence.

- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.

- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

Percentage of Time Allocations Recommended

Grade 1 and Grade 2

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	30%	0%–10%
French Language Arts ❶	0%	20%–30%
Français ❷	0%	30%
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%

Information and Communication Technology (ICT) is a core program infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Time for optional subjects (e.g., second languages, drama, religious instruction), Information and Communication Technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	15%

❶ French language arts is taught in alternative French language programs (includes French immersion).

❷ Français is taught in Francophone programs.

Grade 3 through Grade 6

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts **French Language Arts❶/** **Français❷**	25% 0%	{ 35% }
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%

Information and Communication Technology (ICT) is a core program infused within core curricula in language arts, mathematics, science and social studies at all grade levels.		

Time for optional subjects (e.g., second languages, drama, religious instruction), Information and Communication Technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	10%

❶ French language arts is taught in alternative French language programs (includes French immersion).
❷ Français is taught in Francophone programs.

Languages Other than French or English
School Act, Section 11
Policy 1.5.3

According to section 11 of the *School Act*, a school board may authorize the use of a language other than English or French as a language of instruction.

Policy 1.5.3, Languages Other Than French or English, states that a partial immersion (bilingual) program means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50 percent of the instructional day. In offering a partial immersion (bilingual) program, boards:

- must ensure that students also have opportunity to acquire competence in all English language arts skills to meet graduation requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, providing the instruction time is consistent with the direction in this *Guide*.

German language arts (Kindergarten to Grade 12), Chinese language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 9) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12*, 1999.

For more information, contact the Curriculum Branch.

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Additional information relevant to elementary and junior high schools is contained in the Courses and Programs section of this *Guide*.

Elementary Program Optional Subjects

School Act, Section 60(2)(a)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed and approved at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level:

- Aboriginal Language and Culture courses (see the Language Courses section in this *Guide*)

- International Language and Culture courses (see the Language Courses section in this *Guide*)
- Drama
- French as a Second Language (see the French as a Second Language Courses section in this *Guide*).

Daily Physical Activity

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Policy

School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.

Guiding Principles

- Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles.
- Daily physical activities should:
  - vary in form and intensity
  - take into account each student's ability
  - consider resources available within the school and the larger community
  - allow for student choice.

Procedures

- School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.
  - Physical education classes are an appropriate strategy to meet the DPA requirement.
  - DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two fifteen minute blocks of time for a total of 30 minutes.
  - DPA can be incorporated throughout the day and integrated into other subject areas.

- School authorities will monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily.
- Exemptions from DPA may be granted by the principal under the following conditions:
  - religious beliefs—upon written statement from the parent to the principal
  - medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section in this *Guide*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended Time Allotments for the Required Junior High School Program

Subject Areas	Hours Per Year
English Language Arts	150
French Language Arts❶ and English Language Arts **Français❷ and English Language Arts**	{250}
Mathematics	100
Science	100
Social Studies	100
Physical Education	75
Health and Life Skills	50
Optional Courses	150

❶ French language arts is taught in alternative French language programs (includes French immersion).
❷ Français is taught in Francophone programs.

School Act, Section 11

For schools offering instruction in a language other than English or French (*School Act*, section 11), the above time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

Junior High Optional Courses

Schools shall offer two provincially authorized optional courses except where instruction in a language other than English is offered, then only one other provincially authorized optional course is required.

Optional courses help students achieve the outcomes outlined in the Vision, Mission and Basic Education section of this *Guide*. Also, optional courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows:

Aboriginal Languages
- Blackfoot Language and Culture
- Cree Language and Culture

Career and Technology Studies
- Introductory level courses for all CTS strands are considered appropriate for junior high school students.
  (For further information, see the *CTS Manual for Administrators, Counsellors and Teachers*.)

Environmental and Outdoor Education

Ethics
- This course may be offered in Grade 7, Grade 8 or Grade 9.

French as a Second Language

Fine and Performing Arts
- Art
- Drama
- Music
  - Choral
  - General
  - Instrumental

International Languages
- – Chinese Language Arts
- – Chinese Language and Culture
- – German Language Arts
- – German Language and Culture
- – Italian Language and Culture
- – Japanese Language and Culture
- – Spanish Language Arts
- – Spanish Language and Culture
- – Ukrainian Language Arts
- – Ukrainian Language and Culture

Locally Developed/Acquired and Locally Authorized Courses

School Act, Section 50

Religious Studies
- – Religious studies may be offered at the discretion of the local school board under section 50 of the *School Act*.

For more information, see the Languages Other than French or English section in this *Guide*.

Planning Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (age 16 or over) elects to take distance learning courses. Steps should be taken to ensure parents understand and concur with their children's course selections. Principals should ensure students are made aware of programs available to meet their individual educational needs.

Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines in order to avoid possible difficulties in the later senior high school years. Also see Student Information Needs under Senior High School in the Program Planning section.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. The main difference between the applied and pure sequences in senior high school is the approach to problem solving—different concepts and methods are used to solve mathematical problems. If students have an aptitude for solving problems using numerical reasoning or geometry, they may do better in applied mathematics. If they have an aptitude for theory and algebra, they should consider pure mathematics. Some areas of post-secondary study require pure mathematics. Also see Assisting in Student Planning under Senior High School in the Program Planning section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school.

Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, refer to *Student Learning – Career Information Booklet and Planners*.

Senior High School

Access to Instruction Grade 10 to Grade 12

Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means:

- **certificated teachers are assigned to deliver or supervise the instruction**
- **the instruction and evaluation of performance are based on the outcomes in an approved program of studies**
- **there are designated times when teachers are available to the students**
- **students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.**

Definition of Instruction

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving the outcomes of approved Programs of Study and/or Individualized Program Plans through:

- **interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or**

Text in boldface are requirements that appear only in this *Guide*.

- interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

Instructional Time Grade 10 to Grade 12

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- supervised study halls
- time taken for the registration of students
- extracurricular activities
- graduation rehearsals and ceremonies.

School Organization

School authorities are to develop methods of school organization and program delivery that best meet the needs of their students. School authorities are encouraged to adopt alternatives to the current Carnegie Unit organizational and scheduling model. The development of 1-credit course offerings in career and technology studies (CTS), the increased participation in off-campus and outreach programs, and the increased enrollments in blended programs and virtual schools means there is greater flexibility in course offerings and delivery methods for students. All delivery methods must ensure that the needs and the best interests of individual students are taken into consideration.

A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve a credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis.

Funding Manual for School Authorities

The *Funding Manual for School Authorities* states that any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit. Exceptions to this requirement are:

- All 3-credit courses require a minimum of 62.5 hours for each course, including Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30.
- Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure that students meet all of the outcomes of each 1-credit course. CTS courses will be funded at 1 credit enrollment unit for each 1-credit course.
- Summer break, evening (6 p.m. or later) and weekend credit courses must provide access to instruction of at least 16 hours per credit. The exceptions are Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses, which require 25 hours of access to instruction per credit.

For further details, see the *Funding Manual for School Authorities*.

Program Organization

Priority should be given to offering a senior high school program that enables students to:

- meet Alberta high school diploma requirements (see the Senior High School Graduation Requirements section) and earn a minimum of 100 credits in three years
- have an opportunity to take optional courses
- enter post-secondary institutions or seek employment.

Assisting in Student Planning

Certain courses are mandatory in order to meet Alberta High School Diploma and Certificate of High School Achievement requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines.

For example, upon entry into senior high school, students registering in either Applied Mathematics 10 or Pure Mathematics 10 must have passed Mathematics 9. Students who have not been successful in Mathematics 9 can take either Mathematics 14, which leads to Mathematics 24, or register in Mathematics Preparation 10. Successful completion of Mathematics Preparation 10 leads to either Applied Mathematics 10, Pure Mathematics 10 or Mathematics 24.

Principals must ensure that credits earned are recorded correctly and checked carefully at the school level.

Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with the opportunity to transfer learning to other areas.

Within each course, students have opportunities to apply their learning. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects in order to strengthen student learning.

All senior high school courses offered to students must be appropriately timetabled, taught, assessed and reported to Alberta Education.

For funding conditions for Grades 10–12, school authorities should consult the current *Funding Manual for School Authorities*.

Focused, Articulated Programming

Some school authorities have worked in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming combines a selection of interrelated CTS courses with appropriate academic courses and off-campus learning. Alberta Education encourages these types of local initiatives.

For more information, contact the Curriculum Branch.

Student Information Needs

Students need information on a number of topics to plan their senior high school programs.

- Students should be given assistance in planning their senior high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.

- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this *Guide*.

- In addition to graduation requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this *Guide*.

- In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. Also see Focused, Articulated Programming in this section.

- Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to the approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses. For more information about the Alberta Distance Learning Centre, see the Instructional Delivery section.

- Students should be made aware of programs that are available to meet their individual needs or the needs of their community.

- Students eligible under section 10 of the *School Act* have the opportunity to complete all of their core and optional course work in French, with the exception of English language arts requirements.

Also see Planning in Junior High for Senior High Programs in the ECS to Grade 9 section of Program Planning.

Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

These scholarships are awarded to students achieving an average of 80% or higher in five designated subjects in each of Grade 10, Grade 11 and Grade 12. Each grade is assessed independently. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. Also see Percentages and Letter Gradings in this section of this *Guide*.

As well, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30, Social Studies 30 and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For more information, contact Alberta Scholarship Programs or visit their Web site at www.alis.gov.ab.ca/ scholarships.

Registered Apprenticeship Program (RAP) Scholarship

The Alberta Apprenticeship and Industry Training Board Registered Apprenticeship Program Scholarship—known as the RAP Scholarship—recognizes annually the academic and trade-related accomplishments of up to 50 senior high school students who are taking part in the Registered Apprenticeship Program. This scholarship provides $1000 toward the costs of continuing in regular apprenticeship programs.

To qualify for the scholarship, an applicant must:

- be registered as an Alberta apprentice in a trade
- have plans to continue in a regular apprenticeship program after completing senior high school
- achieve an Alberta High School Diploma or Certificate of High School Achievement
- have completed a minimum of 250 hours of on-the-job training and work experience in the respective trade
- get a recommendation from an employer, supervisor or journeyman stating that they should continue in the apprenticeship program with the goal of becoming a Certified Journeyman.

Applicants will be asked to provide:

- a personal statement of purpose indicating why he or she is a "good fit" for a career in a trade
- a recommendation from their employer
- a recommendation from a senior high school teacher or counsellor.

For more information about this scholarship and its awards, contact Alberta Scholarship Programs or visit their Web site at www.alis.gov.ab.ca/scholarships. For further information, visit Apprenticeship and Industry Training at www.tradesecrets.org.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the Alberta Learning Information Service (ALIS) Web site at www.alis.gov.ab.ca.

For information on planning high school occupational and career and technology studies programs that are articulated with Apprenticeship and Industry Training programs, see Apprenticeship Articulation under Career and Technology Studies in the Courses and Programs section and the Senior High School Graduation Requirements section.

Percentages and Letter Gradings

Marks are to be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or fail.

Evaluations of course work completed outside of Alberta are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or fail.

Percentage Scale	Letter Grading
80 – 100	A
65 – 79	B
50 – 64	C
0 – 49	F

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by a pass or fail are not considered in the calculation of averages by the scholarship program administrators.

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LINK
For more information, see Scholarships in this section and/or contact Alberta Scholarship Programs.

High School Summer Break, Evening (6 p.m. or later) and Weekend Programs

Summer break, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., private and public colleges.

The requirements noted in this *Guide* apply to all schools offering senior high school summer, evening and weekend programs for credit, with the exception that for these programs, schools must provide access to instruction of at least 16 hours per credit.

The exceptions to the above are that Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses require 25 hours per credit even when offered in summer, evening or weekend programs.

Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.

Courses and Programs

Introduction

This section of the *Guide* provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary, Kindergarten to Grade 6, and to junior high school, Grade 7 to Grade 9. Such references have been included here to reduce repetitiveness of information.

The areas pertaining to more than senior high school are:

- Career and Technology Studies
- Alternative Language Programs under sections 11 and 21 of the *School Act* (includes French immersion)
- Instructional Time and Funding
- Language Courses
- Information and Communication Technology
- Knowledge and Employability Courses
- Locally Developed Courses
- Mathematics
- Off-Campus Education, including Work Study/Community Partnerships
- Physical Education.

Text in boldface are requirements that appear only in this *Guide*.

Career and Life Management (CALM)

Career and Life Management (CALM) may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a fine arts or career and technology studies course in Grade 11.

Exemptions

Students may be exempted completely from CALM for only two reasons:

- out-of-province Grade 12 students transferring into Alberta schools
- religious beliefs.

The principal of the school exempts the out-of-province Grade 12 student and notifies the Information Services Branch, Alberta Education, by April 30 of the anticipated graduation year.

In the case of religious beliefs, parents/guardians must write to the Minister of Education to request the exemption.

Also refer to the Grade 12 Exemptions for Transfer-in Students in the Student Assessment in Senior High School Subjects section, the Mature Students section and the Career and Life Management (Senior High) Program of Studies.

Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a competency-based curriculum with an integrated structure that provides increased opportunities for schools to offer programs that meet the needs of students.

CTS is organized into the following 22 strands. Strands are made up of 1-credit courses.

Agriculture	Fashion Studies
Career Transitions	Financial Management
Communication Technology	Foods
Community Health	Forestry
Construction Technologies	Information Processing
Cosmetology Studies	Legal Studies
Design Studies	Logistics
Electro-Technologies	Management and Marketing
Energy and Mines	Mechanics
Enterprise and Innovation	Tourism Studies
Fabrication Studies	Wildlife

Senior High School Credits for CTS Courses Completed in Junior High School

Some students may successfully complete all of the outcomes for individual CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has completed successfully all of the course outcomes and should be given credit. A mark of "P" for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This course can then be included when reporting student achievement through the normal student records system and will appear on the student's transcript.

Note 1: Any CTS courses completed in junior high school and recommended for credits in senior high school will not receive credit enrollment unit (CEU) funding.

Note 2: The course challenge provision does not apply to these students.

More information is available in the *Funding Manual for School Authorities.*

Reporting CTS Student Achievement

Schools are to report completed CTS courses with percentage grades.

The option of reporting a "P" for pass is available only when credit recommendation is based on course completions in junior high school. All other circumstances require the reporting of a percentage grade.

Apprenticeship Articulation

Articulation agreements have been established with the Automotive Service Technician, Cabinetmaker, Carpenter, Cook, Electrician, Hairstylist, Warehousing, Outdoor Power Equipment Technician and Welder trades. Based on these agreements and a policy on prior learning assessment developed by Apprenticeship and Industry Training, students may qualify for a portion of the in-school training component and on-the-job credit for these trades. These students are to have taken the appropriate career and technology studies (CTS) courses and successfully challenged the appropriate theory examinations in the respective trades.

Further details regarding apprenticeship articulation agreements, including correlations to CTS strands and courses, are provided in Appendix 5 of the *CTS Manual for Administrators, Counsellors and Teachers.*

A senior high school diploma is encouraged for admission into an apprenticeship program. However, students and their parents should be made aware that admission into apprenticeship programs may not require a senior high school diploma.

For more information, contact Apprenticeship and Industry Training or access their Web site at www.tradesecrets.org.

English as a Second Language
Policy 1.5.1

Senior high schools with students learning English as a second language should refer to the senior high school program of studies and the *Senior High English as a Second Language Guide to Implementation*, 2002. Elementary schools should refer to the *Elementary English as a Second Language Guide to Implementation*, 1996, available for purchase from the Learning Resources Centre or for viewing and downloading from the Alberta Education Web site. Junior high schools may also find useful information in both of these documents.

For more information, see the English as a Second Language Policy 1.5.1 in the *K–12 Learning System Policy, Regulations and Forms Manual* and the *Language Education Policy for Alberta*, 1988, or contact the Curriculum Branch.

Francophone Programs
School Act, Section 10

Section 10 of the *School Act* states that where individuals have rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School authorities should consult the *Language Education Policy for Alberta*, 1988 and the *K–12 Learning System Policy, Regulations and Forms Manual*.

For more information, contact the French Language Services Branch.

Alternative Language Programs
School Act, Sections 11, 21

Alternative French Language Programs

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for alternative French language programs (includes French immersion) under section 21 of the *School Act*.

| Policy 1.5.2 | Boards offering alternative French language programs (includes French immersion) and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures. |

Instructional Hours in Alternative French Language Programs

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as a language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of alternative French language programs (includes French immersion).

Kindergarten		100%
Grades	1 – 2	90% –100%
Grades	3 – 6	70% – 80%
Grades	7 – 9	50% – 80%
Grades	10 –12	40% – 80%

More information is available in the *K–12 Learning System Policy, Regulations and Forms Manual*, the current *Funding Manual for School Authorities* and from the French Language Services Branch.

Funding

The following table summarizes the minimum number of instructional hours per year, using French as the language of instruction, that are required to qualify for Official Languages in Education program funding and for full-time equivalent (FTE) funding in alternative French language programs, French immersion programs and in French first language programs.

French First Language/ Alternative French Language Programs	Instructional Hours in French for Minimum Program Funding	Instructional Hours in French for Full FTE Funding
Kindergarten	238	712
Grades 1 to 6	475	712
Grades 7 to 9	380	570
Grades 10 to 12	250 (10 credits)	600

School authorities only receive funding at the French as a Second Language rate for students who receive less than the above minimum number of instructional hours in French, i.e.,

less than 238 hours in Kindergarten, less than 475 hours in Grade 1 to Grade 6, less than 380 hours in Grade 7 to Grade 9, and less than 250 hours in Grade 10 to Grade 12.

For more information, see the *Funding Manual for School Authorities*.

Languages Other than French or English (Bilingual Programs)
School Act, Section 11
Policy 1.5.3

According to section 11 of the *School Act*, a school board may authorize the use of a language other than English or French as a language of instruction.

Policy 1.5.3, Languages Other than French or English, states that a partial immersion (bilingual) program means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instruction day. In offering partial immersion (bilingual) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet graduation requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, providing the instruction time is consistent with the direction in this *Guide*.

German language arts (Kindergarten to Grade 12), Chinese language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 9) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12*, 1999.

For more information, contact the Curriculum Branch.

Language Courses

Aboriginal Language and Culture Courses

An Aboriginal language and culture course is a course in which an Aboriginal language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Language courses have been developed provincially for Blackfoot and Cree.

For more information, contact the Curriculum Branch.

French as a Second Language Courses

In French as a Second Language courses (FSL), the French language is often taught between 30 and 40 minutes a day as a subject. The goal of the sequence of FSL courses is to develop students' linguistic, cultural and strategic knowledge in French. Students will be able to communicate basic ideas in the language in a range of situations and will develop an understanding of Francophone cultures.

For federal funding information, see the Federal French Language section in the *Funding Manual for School Authorities*.

Elementary and Junior High Schools

The Nine-year French as a Second Language Program of Studies is available for implementation from grades 4–9 in schools that are currently offering FSL programming at the elementary and junior high school levels. The nine-year program of studies is a grade-related course sequence as opposed to a proficiency-based program of studies (1992). This course sequence will assist in improved articulation between elementary and junior high schools.

Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French courses for credit. For more information on offering French 10 and/or French 20 for credit at a junior high school, refer to Senior High School Courses and Credits for Junior High School Students in the Student Placement and Promotion section.

Senior High Schools

The 1992 FSL program at the senior high school level, which consists of seven courses, will continue to be available for students until the end of the school year noted below:

- French 13 (2007–2008)
- French 10 (2008–2009)
- French 20 (2009–2010)
- French 30 (2010–2011)

- French 31a
- French 31b
- French 31c

When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. For example, a student who has acquired the skills and knowledge required for Beginning Level 3 in junior high should be placed in French 20. A student who has completed the equivalent of French 20 in junior high school should be placed in French 30. To assist with the placement of students in

FSL courses, see the following testing package: *French as a Second Language Evaluation Package for Junior/Senior High Schools – Beginning Level 3.* This material is available for purchase from the LRC.

It is recommended that schools offer the French 10-9Y, French 20-9Y and French 30-9Y course sequence only if students demonstrate the requisite skills, knowledge and attitudes outlined in the Grade 9 portion of the Nine-year French as a Second Language Program of Studies.

In September 2008, students who have no previous experience in French are to start in French 10-3Y.

International Language and Culture Courses

An international language and culture course is a course in which the international language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Language courses have been developed provincially for Chinese, German, Italian, Japanese, Latin, Spanish and Ukrainian at a Grade 10 entry point.

Courses have also been developed for various entry points at the elementary and junior high school levels with continuing courses at the senior high school level in Chinese, German, Italian, Japanese, Spanish and Ukrainian.

For more information, contact the Curriculum Branch.

Course Challenges for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written and listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected standards for the course being challenged. Student performance and quality of work are to be evaluated by a certificated teacher who has expertise in the language course being challenged. For more information on the Challenge Procedure, see Appendix 3: Course Challenge in this *Guide.*

Exceptions

French 13 is excluded from the course challenge and waived prerequisite provisions.

Locally Developed Language Courses

Locally developed/acquired and locally authorized courses in second languages are also available. See the Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Course Policy 1.2.1 in the *K–12 Learning System Policy, Regulations and Forms Manual*; the Language Education Policy for Alberta, 1998; or contact the Curriculum Branch for more information.

School authorities wishing to locally develop language and culture courses should refer to *The Common Curriculum Frameworks for International Languages, 2001*. School authorities wishing to locally develop Aboriginal language and culture courses should also refer to *The Common Curriculum Framework for Aboriginal Language and Culture* programs.

The Government of Alberta has recognized the multicultural nature of the province through the Alberta *Human Rights, Citizenship and Multiculturalism Act*, 1996 and the *Language Education Policy for Alberta*, 1988. Accordingly, Alberta Education encourages school authorities to develop second language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are contained in the *K–12 Learning System Policy, Regulations and Forms Manual*.

For more information, contact the Curriculum Branch.

International Baccalaureate Program, Advanced Placement Program, Locally Developed/Acquired and Locally Authorized Complementary Courses

Schools are encouraged to challenge capable students beyond the 10–20–30 course sequences. This challenge can be provided through the International Baccalaureate program, the Advanced Placement program or by offering locally developed/acquired and locally authorized courses. These programs extend the outcomes beyond the provincial 10–20–30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, the Advanced Placement program and locally developed/acquired and locally authorized courses for credit and/or advanced placement by post-secondary institutions.

Schools also should inform students that these programs do not replace the diploma requirements outlined in the Senior High School Graduation Requirements section.

Further information may be obtained on the International Baccalaureate Organization Web site at www.ibo.org or the Advanced Placement Web site at www.ap.ca.

Green Certificate Program

The Green Certificate Program is administered by Alberta Agriculture, Food and Rural Development. Alberta senior high school students, 15 years of age or older, can register in any one of the eight specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency.

The program is delivered off-campus, and students may earn credits for successfully completing a Green Certificate Program by enrolling in courses in any of the eight available Green Certificate Specializations: Cow–Calf Beef Production, Dairy Production, Feedlot Beef Production, Field Crop Production, Irrigated Field Crop Production, Sheep Production, Swine Production and Bee Keeper Production. Courses in these specializations may be found in Appendix 1 of this *Guide*.

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Knowledge and Employability Courses

The Integrated Occupational Program transitions to Knowledge and Employability courses effective September 2006.

The Knowledge and Employability courses are available to students in grades 8, 9, 10, 11 and 12 in school authorities that choose to offer the series of courses. Students may enroll in one or more Knowledge and Employability course(s) at

appropriate entrance/registration dates. Students may take combinations of Knowledge and Employability courses and other junior/senior high school courses as long as they are enrolled in courses appropriate to their highest level of achievement. Students may transition in and out of Knowledge and Employability courses throughout grades 8 to 12.

Knowledge and Employability courses are designed for students who demonstrate reading, writing, mathematical and other levels of achievement two to three years below those of their age peers. These students should meet the specific student enrollment criteria as listed in Knowledge and Employability Policy 1.4.2.

Students choosing these courses typically wish to enhance their academic and occupational competencies and gain successful transition into employment and/or continuing education and training opportunities. These students may qualify for a Certificate of High School Achievement or they may continue their studies in order to qualify for an Alberta High School Diploma.

Students enrolled in IOP grades 10 to 12 as of January 2006 may choose to meet the requirements of the current Certificate of Achievement (see Appendix 5) or the new Certificate of High School Achievement (see the Senior High Graduation Requirements section).

Students enrolling in the Grade 10-level Knowledge and Employability courses beginning in September 2006 will align their program with the Certificate of High School Achievement requirements.

Knowledge and Employability courses include four core courses and twelve strands of occupational courses. They provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

Knowledge and Employability English, mathematics and science (grades 8–12) will be implemented and the corresponding IOP courses will be withdrawn in September 2006. The implementation of Knowledge and Employability Social Studies 8, 9, 10-4 and 20-4 and the withdrawal of the corresponding IOP courses will align with the implementation of the new social studies courses. Knowledge and Employability Social Studies 8 and 10-4 will be implemented in 2007–2008 and Knowledge and Employability Social Studies 9 and 20-4 will be implemented in 2008–2009.

Beginning in September 2006, IOP Social Studies 16 and 26 will move from a 3-credit allocation to a 5-credit allocation to facilitate the transition to the Certificate of High School Achievement.

The new Knowledge and Employability occupational courses (grades 8–12) will be implemented beginning in September 2006. The IOP occupational courses will be phased out over the next two years. Occupational courses at the 16 level will be withdrawn in September 2006. Occupational courses at the 26 level will be withdrawn in September 2007 and occupational courses at the 36 level will be withdrawn in September 2008.

Note 1: Fabrics 10-4, Fashion Textiles 20-4 and 30-4, Industrial Textiles 20-4 and 30-4 will be field-tested for the 2006–2007 school year and implemented in September 2007. The Fabrics Services 16 courses will not be withdrawn until September 2007, followed by the 26 level in 2008 and the 36 level in 2009. In September 2006, Fabric Services 16 will move from a 3-credit allocation to a 5-credit allocation to facilitate the transition to the Certificate of High School Achievement.

Note 2: Natural Resources 10-4, Agriculture 20-4 and 30-4, Forestry 20-4 and 30-4, Oil and Gas 20-4 and 30-4 will be field-tested for the 2006–2007 school year and implemented in September 2007. The Natural Resources 16 and Agricultural Production 16 courses will not be withdrawn until September 2007, followed by the 26 levels in 2008 and the 36 levels in 2009. In September 2006, Natural Resources 16 and Agricultural Production will move from a 3-credit allocation to a 5-credit allocation to facilitate the transition to the Certificate of High School Achievement.

For more information, contact the Curriculum Branch. Information is also provided in the *Information Manual for Knowledge and Employability Courses, Grades 8–12*, 2006; in the *K–12 Learning System Policy, Regulations and Forms Manual*; and in the *Funding Manual for School Authorities*.

Junior High Knowledge and Employability Occupational Courses

The Knowledge and Employability Junior High Occupational courses consist of the following units of study: Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Fabrics, Foods, Horticulture, Human Care, and Workplace Readiness.

Knowledge and Employability Junior High occupational courses areas of study will:

- include two to six units of study that are between 20 to 30 hours of instruction per level
- allow for delivery of two levels within each *unit of study*:
  - Level 1 can be delivered in Grade 8 and Level 2 in Grade 9
  - or both levels can be combined in Grade 8 or Grade 9
- provide schools with the opportunity to design their own junior high courses by choosing areas of study based upon facilities, equipment and student interest.

Senior High Knowledge and Employability Courses

All Knowledge and Employability courses are designated 5-credit courses. This helps to align Knowledge and Employability courses with other senior high school courses. Some students taking Knowledge and Employability courses may wish to complete an Alberta High School Diploma rather than a Certificate of High School Achievement. These students are expected to meet the specified Alberta High School Diploma graduation requirements.

In the Knowledge and Employability senior high occupational courses there are 12 career strands in areas of: Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Cosmetology, Fabrics, Foods, Horticulture, Human Care, Natural Resources and Workplace Readiness. Workplace Readiness 10-4 may be used in lieu of CTR1010 as the prerequisite for the first Work Experience course.

All courses are offered for 125 hours and 5 credits; however, courses may be combined to allow for further instruction or off-campus experiences. Marks and credits must be reported separately for each course that has been combined. For information about occupational course combinations and off-campus experiences, refer to the *Information Manual for Knowledge and Employability Courses, Grades 8–12*, 2006.

Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses[1]

Policy 1.2.1

Alberta Education is committed to ensuring that all students have access to a quality education. Locally developed/acquired and authorized junior and senior high school courses authorized by school authorities provide instructional opportunities that complement provincially authorized programs. This policy enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Prior to submitting a senior high school course to the school authority for approval, the course outline will be forwarded to the Director of the Curriculum Branch for review regarding overlap with provincially authorized curriculum.

School authorities shall forward all **completed**[2] authorizations and course outlines of credit courses (including second language courses) to the Director of the Curriculum Branch by:

- May 31 for implementation in the first semester of the following school year, or
- December 31 for implementation in the second semester of the same school year.

Locally developed/acquired courses must be locally authorized before being offered to students.

For procedures and criteria for meeting the expectations of locally developed/acquired and authorized courses, refer to Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* in the *K–12 Learning System Policy, Regulations and Forms Manual*.

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[1] The waiver prerequisite provision does not apply to any locally developed/acquired and authorized senior high school complementary courses.

[2] Completed authorizations for senior high school credit courses include the board motion—which is requested from the local board/authority after Alberta Education has reviewed the course outline for significant overlap with provincial courses/programs of study—the final version of the locally developed and authorized course outline, and, if a course is acquired from another authority, a letter of permission from the developing board granting permission to your authority to use or adapt their course. Please allow six weeks for Alberta Education to review.

Information on Courses

For current information on what locally developed/acquired and locally authorized courses are being offered in the province, contact the Curriculum Branch.

International Baccalaureate

School authorities offering the International Baccalaureate program are permitted to develop and locally authorize these courses. Only those school authorities authorized to offer the International Baccalaureate program are permitted to use these courses.

Religious Studies
School Act, Section 50
Policy 1.2.2

Religious studies may be offered at the discretion of the school board under section 50 of the *School Act*.

School authorities requiring the authorization or reauthorization of religious studies courses are to continue following the Locally Developed Religious Studies Courses Policy 1.2.2. A description of each course is to be forwarded to the Director of the Curriculum Branch.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the Locally Developed Religious Studies Courses Policy 1.2.2. These courses continue to require ministerial authorization.

All school authorities wishing to continue offering locally developed religious studies courses for credit need to submit their requests for reauthorization to the Director of the Curriculum Branch every three years.

For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, refer to the *K–12 Learning System Policy, Regulations and Forms Manual*.

Mathematics

Calculator Policy for Mathematics

To ensure compatibility in Alberta's programs of study for senior high school mathematics, Alberta Education expects students to use calculators in their day-to-day studies as well as when writing diploma examinations in mathematics and sciences.

In 1996, Alberta Education informed schools that the two new senior high school programs—Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30—require graphing calculators. School authorities decide whether to have students purchase calculators, make rental calculators available like textbooks, provide class sets or loan calculators through the school library.

For further information, see the *General Information Bulletin: Diploma Examinations Program*, or contact the Learner Assessment Branch.

Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. A 3-credit course may be offered for 62.5 hours of instruction and will be funded at 2.5 CEUs.

Music— Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. The maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program is fifteen. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and locally authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the outcomes required for the equivalent of a 30-level credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for 10 level, 20 level and 30 level), whether or not the student has documentation for all the required components for equivalent credits for the 10 and 20 levels.

Similarly, if a student has achieved the outcomes required for 20-level equivalency, the principal is to recommend the awarding of 10 credits in music (5 for the 10 level and 5 for the 20 level). The chart on the following page provides the information necessary for principals to recommend credits for music taken by private study.

The principal is to evaluate the documents and submit a course mark evaluation record for each course to the Information Services Branch. Electronic submission of this information using Edulink is encouraged; however, a High School Evaluation form can be forwarded to the Information Services Branch. Evaluation forms can be obtained from the Alberta Education Extranet Web Site under Tools and Software.

To obtain credit, students are to have passed both the practical and theory components listed in the chart for that course level. Marks submitted by schools to Alberta Education should be calculated for each course level as follows:

Practical Component (Course Level) – 70% of mark submitted
Other Components (Theory) – 30% of mark submitted

Principals are to recommend credits only on the basis of official transcripts as issued by Conservatory Canada, the Royal Conservatory of Music or Mount Royal College, Calgary. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower course level being evaluated, the principal is to report a mark of "P" for pass, rather than a percentage score, when recommending the awarding of waived credits.

COURSES FOR WHICH CREDITS MAY BE RECOMMENDED
FOR MUSIC TAKEN BY PRIVATE STUDY
Revised 2003

		10-level Courses	20-level Courses	30-level Courses
Conservatory Canada	Voice❶	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings, Guitar❷	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind,❸ Brass❹	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
Royal Conservatory of Music	Voice❶	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings,❷ Accordion, Guitar, Organ	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,❸ Brass,❹ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Voice❶	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings❷	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,❸ Brass,❹ Percussion	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

❶ All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.

❷ Strings include violin, viola, violoncello and double bass only.

❸ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

❹ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

Off-campus Education
Policy 1.4.3

Alberta Education's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The Off-campus Education Policy 1.4.3 supports efforts made to enhance and expand learning through the use of community resources. The policy includes a number of programs and a range of instructional and delivery strategies. The Off-campus Education Policy supports:

- the use of off-campus initiatives across the curriculum; that is, courses and course components in both core and optional subject areas
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.

Specific procedures and legislation about off-campus education programs are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 and the *K–12 Learning System Policy, Regulations and Forms Manual.*

The Off-campus Education Policy should be referred to when programming for:

- Integrated Occupational Program courses
- Knowledge and Employability courses
- Registered Apprenticeship Program
- Work Experience 15, 25 and 35
- Green Certificate
- Career and Technology Studies.

Program components include:

- community partnerships
- job shadowing
- mentorships
- work study.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program for students, 15 years of age or older, in which they spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.
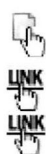
Information about RAP may be obtained from the *Registered Apprenticeship Program: Information Manual*, from the Curriculum Branch or from the nearest Apprenticeship and Industry Training Office, Alberta Advanced Education.

Additional information, course sequences and course codes and names for RAP are contained in Appendix 2 of this *Guide*.

Work Experience 15, 25 and 35
Policy 1.4.3

Work Experience is available to students 15 years of age or older. Work experience education is addressed in the Off-campus Education Policy 1.4.3.

1. Each of the Work Experience 15, 25 and 35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

2. Career Readiness courses are available within the Career Transitions strand of the Career and Technology Studies program. These courses are linked to the Work Experience 15, 25 and 35 courses, as follows.

   - The introductory course, CTR1010: Job Preparation, is a required course for the first work experience course taken by a student.
   - The intermediate course, CTR2010: Job Maintenance, is a recommended course for the second work experience course taken by a student.
   - The advanced course, CTR3010: Preparing for Change, is a recommended course for the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course is to be time-based; i.e., 25 hours per credit. The exception is that 3-credit courses are to be offered for 62.5 hours and will be funded at 2.5 credit enrollment units.

- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.

- A student completing Work Experience 35 for 10 credits will have met the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.

- The provision of credits for waived prerequisite courses, as outlined in this *Guide*, does not apply to Work Experience 15, 25 and 35. Nor does the course challenge provision apply.

The board shall be responsible for ensuring that course content, where available, is followed and where necessary, developed; and that off-campus education courses approved by the board shall specify outcomes for each student, as covered in Procedure 3 and Procedure 4 of the Off-campus Education Policy.

It is recommended that learning plans be developed for students enrolled in a work experience course through consultations among the teacher, student and employer.

A summary of competencies for each participating student outlines for employers the expectations that go along with participation in the program. It is recommended that the teacher sit down with the on-site supervisor and attempt to identify the tasks the student is expected to perform. These tasks will form the basis of the student assessment by the on-site supervisor with the teacher.

Sample Learning Plan Templates are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000.

Reporting Work Experience Credits

When schools report work experience marks and credits to the Information Services Branch, they are to report the marks and credits given for career transitions courses separately as career and technology studies. For example, a student who took work experience for a total of 6 credits, which included the required CTR1010 course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work Study/ Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of teacher–coordinators and employers.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop policies respecting community partnerships and business involvement in education. For more information, see Partnerships between School and Community under the General Principles for Effective Programming in the Vision, Mission and Basic Education section.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities

- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Community partnerships included in the Knowledge and Employability courses are addressed in the *Information Manual for Knowledge and Employability Courses, Grades 8–12*, 2006.

Physical Education

Exemptions— Senior High School

To meet the aim of the Physical Education program, it is recommended that a variety of movement experiences be provided in all dimensions.

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal	• When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by school authority or parent • Approved by school authority	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal to the Information Services Branch by April 30 in the year of the student's anticipated graduation. When using the High School Course Reporting Form, an "EXP" is to be placed in the Completion Status column. An exemption may be reported electronically.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for graduation.

| **Home Education Regulation** | The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or as fail, in accordance with section 7 of the Home Education Regulation. |

School Act, Section 29
A.R. 126/99
Policy 1.1.2

Special Projects Credits

Special projects credits are designed for work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions.

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Requirements

The requirements for special projects[1] credits are outlined below.

- **Each project shall be carried out under the supervision of a staff teacher in the school.**
- **Students are required to submit a clearly planned proposal to the principal for approval**, which should include:
  - description or outline of the project
  - number of hours of work expected to complete the project
  - method by which the project is to be carried out
  - description of expected learner outcomes
  - evaluation procedures as outlined by a teacher
  - completion date expected
  - name of the supervising teacher.
- **The principal shall retain a copy of each special project proposal.**
- **The content of the special project need not be related to a specific school subject.**
- **If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.**

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[1] 4-H projects may qualify as special projects as long as they meet the requirements indicated. A student <u>may not</u> present a 4-H finished project for credit without following the requirements indicated.

- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, the provisions of the Off-campus Education policy (see *K–12 Learning System Policy, Regulations and Forms Manual*) shall apply.
- Students who successfully complete projects are granted 3 credits for 62.5 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal. Three-credit special projects courses will be funded at 2.5 credit enrollment units (CEUs).
- Special projects also may be offered for 1, 2 or 4 credits. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal. These special projects courses will be funded at 1 credit enrollment unit, per course credit, for each 25 hours of instruction.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma. A student completing Special Projects 30 may use these credits to partially fulfill the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.

The following restrictions apply to special projects.

- Special projects credits shall not be awarded for student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.
- In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

Transfer Points (Recommended) and Course Sequences

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see Course Sequence Transfer in the Awarding Course Credits section.

Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability occupational courses to Career and Technology Studies courses.
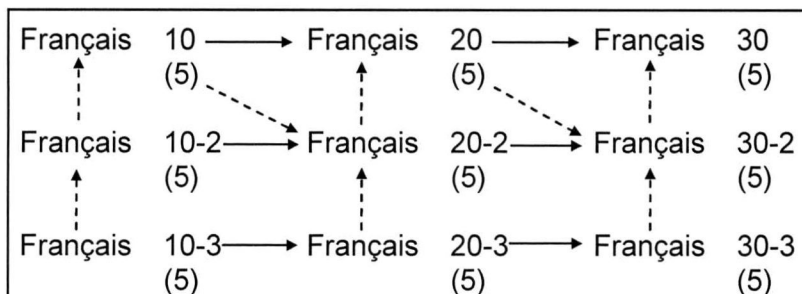
Students generally take the prerequisite in a course sequence, e.g., Social Studies 10–20–30. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

English Language Arts (ELA) Program

Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
ELA 10-1 (5)	ELA 20-1 (5)	ELA 30-1 (5)
ELA 10-2 (5)	ELA 20-2 (5)	ELA 30-2 (5)
ELA 10-4 (5)	ELA 20-4 (5)	ELA 30-4 (5)

Français Program

Français 10 ⟶ Français 20 ⟶ Français 30
(5) (5) (5)

Français 10-2 ⟶ Français 20-2 ⟶ Français 30-2
(5) (5) (5)

Français 10-3 ⟶ Français 20-3 ⟶ Français 30-3
(5) (5) (5)

French Language Arts Program

French Lang Arts 10 ⟶ French Lang Arts 20 ⟶ French Lang Arts 30
(5) (5) (5)

French Lang Arts 10-2 ⟶ French Lang Arts 20-2 ⟶ French Lang Arts 30-2
(5) (5) (5)

French as a Second Language Program

1. For Students Commencing French in Senior High School:

French 31c (5)

French 31b (5)

French 31a (5)

French 10 ⟶ French 20 ⟶ French 30
(5) (5) (5)
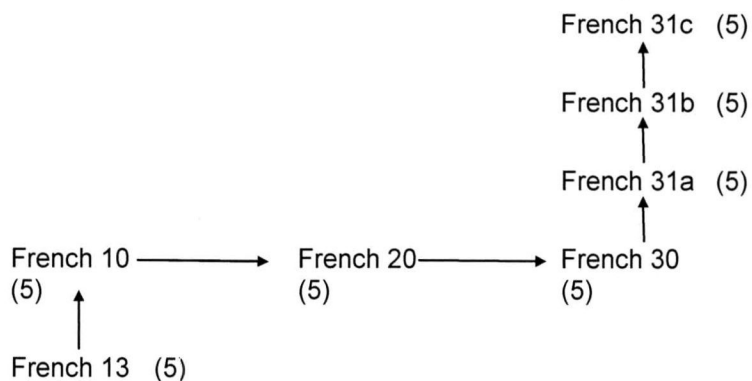
French 13 (5)

2. For Students Who Have Completed the Requirements of French 10 Prior to Grade 10:

French 31c (5)

French 31b (5)

French 31a (5)

French 20 ⟶ French 30
(5) (5)
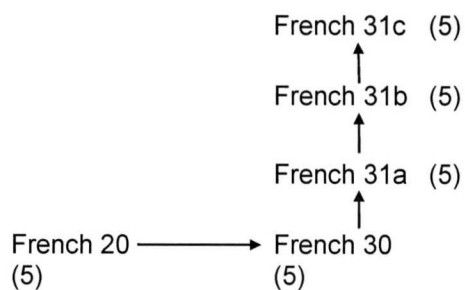
3. For Students Who Have Completed the Requirements of French 30 Prior to Grade 10:

French 31c (5)
↑
French 31b (5)
↑
French 31a (5)
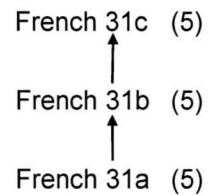
4. For Students Who Have Completed Grade 9 French Upon Entering Grade 10

French 10-9Y ⟶ French 20-9Y ⟶ French 30-9Y
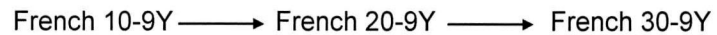
Mathematics Program

Possible Sequences

For Students Who Entered Grade 10 in September 1998 or Subsequent School Years:
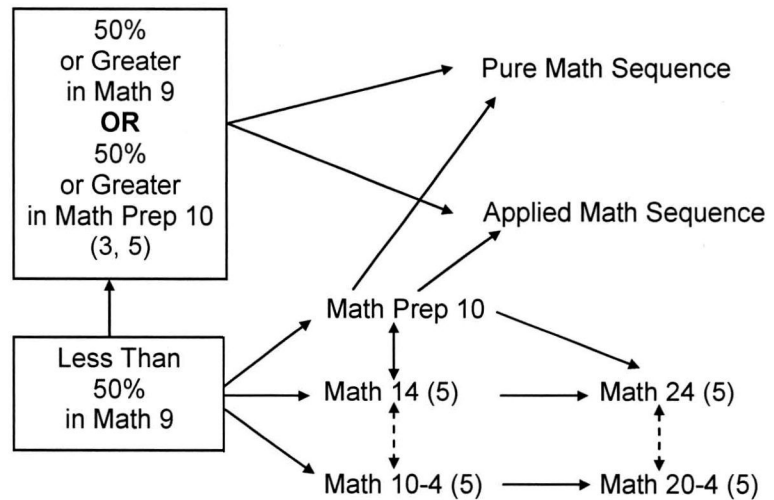
Pure and Applied Sequences

Pure Math 10 (5) → Pure Math 20 (5) → Pure Math 30 (5) → Math 31 ❶ (5)

Applied Math 10 (5) → Applied Math 20 (5) → Applied Math 30 (5)
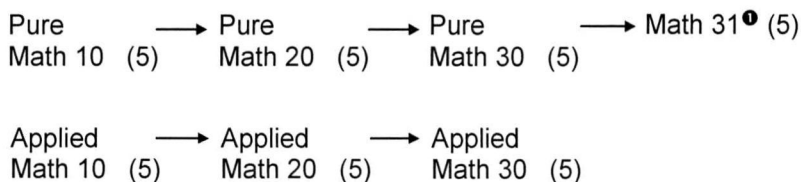
❶ Pure Mathematics 30 is a corequisite for Mathematics 31.

Transferring from Pure to Applied

Pure Math 10 (5) → Pure Math 20 (5) → Pure Math 30 (5)

Applied Math 10b (3)

Applied Math 20b (5)

Applied Math 10 (5) → Applied Math 20 (5) → Applied Math 30 (5)
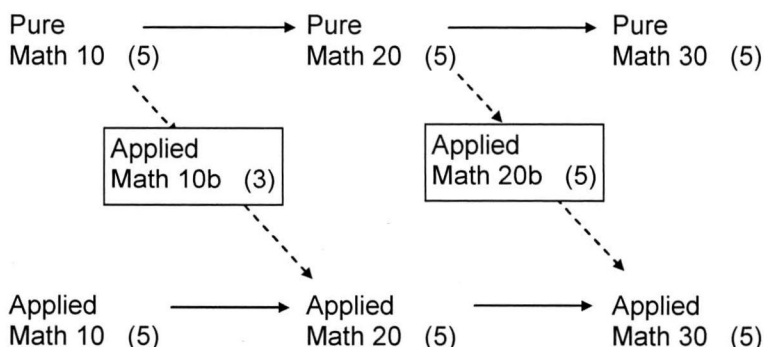
Note: A minimum of three courses is always required to complete the sequence to the 30-level.

Although the recommended transfers from pure mathematics to applied mathematics are through the bridging courses, in some cases, students may move from the lower level of pure mathematics to the next level of applied mathematics, as serves the student's best interests.

Transferring from Applied to Pure

Applied Math 10 (5) → Applied ❷ Math 20 (5) → Applied Math 30 (5)

Pure Math 10b (3)

Pure Math 20b (5)

Pure Math 10 (5) → Pure Math 20 (5) → Pure Math 30 (5)
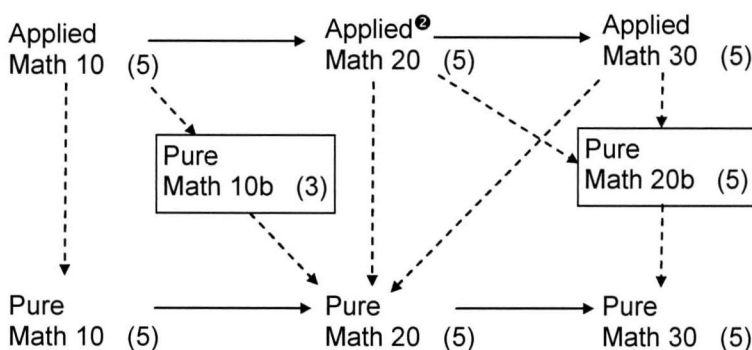
❷ A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

Note: A minimum of four courses is always required to complete the sequence to the 30-level.

Science Program

Biology 20 (5) ⟶ Biology 30 (5)

Chemistry 20 (5) ⟶ Chemistry 30 (5)

Science 10 (5) ⟶ Physics 20 (5) ⟶ Physics 30 (5)

Science❶ 20 (5) ⟶ Science 30❷ (5)

Science 14 (5) ⟶ Science❶ 24 (5)

Science 10-4 (5) ⟶ Science 20-4 (5)
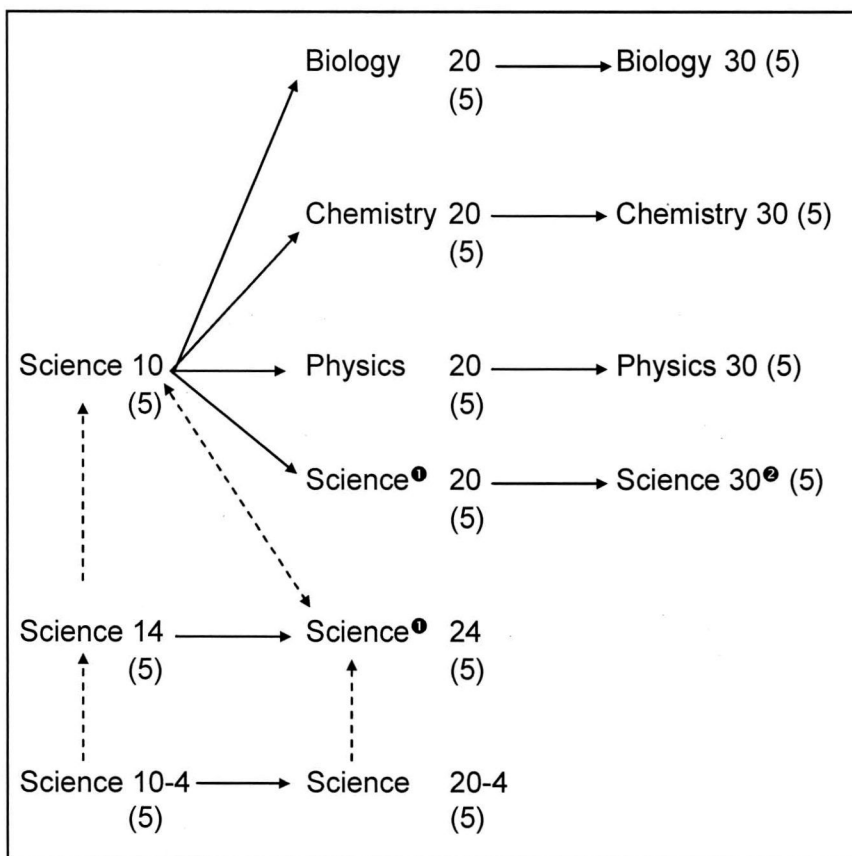
❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may move from Science 24 to 20-level courses, as serves the student's best interests.

❷ Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

Social Studies Program

Social Studies 10 (5) ⟶ Social Studies 20 (5) ⟶ Social Studies 30 (5)

Social Studies 13 (5) ⟶ Social Studies 23 (5) ⟶ Social Studies 33 (5)

Social Studies 16 (5) ⟶ Social Studies 26 (5)
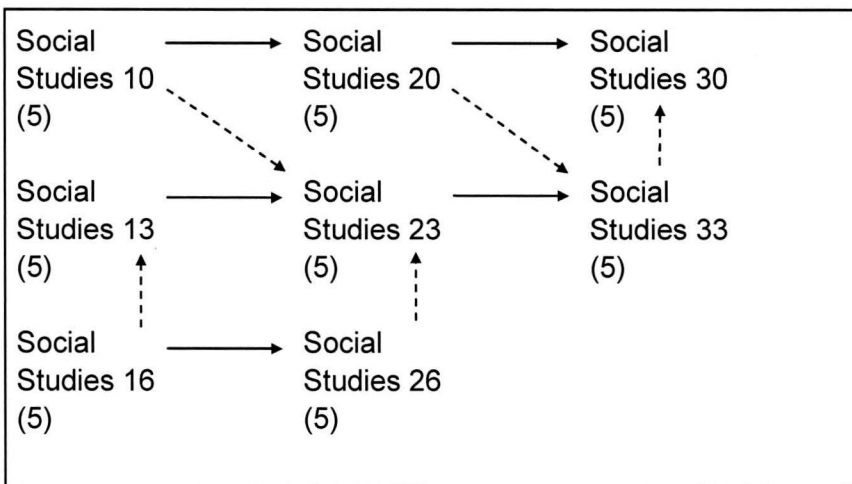
Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

Knowledge and Employability Courses to Career and Technology Studies Courses

Career and Technology Studies Courses (introductory level) ──→ Career and Technology Studies Courses (intermediate level) ──→ Career and Technology Studies Courses (advanced level)

↑   ↑   ↑

Knowledge and Employability Occupational Courses 10-4❶ or IOP 16 (5) ──→ Knowledge and Employability Occupational Courses 20-4 or IOP 26 (5) ──→ Knowledge and Employability Occupational Courses 30-4 or IOP 36 (5)
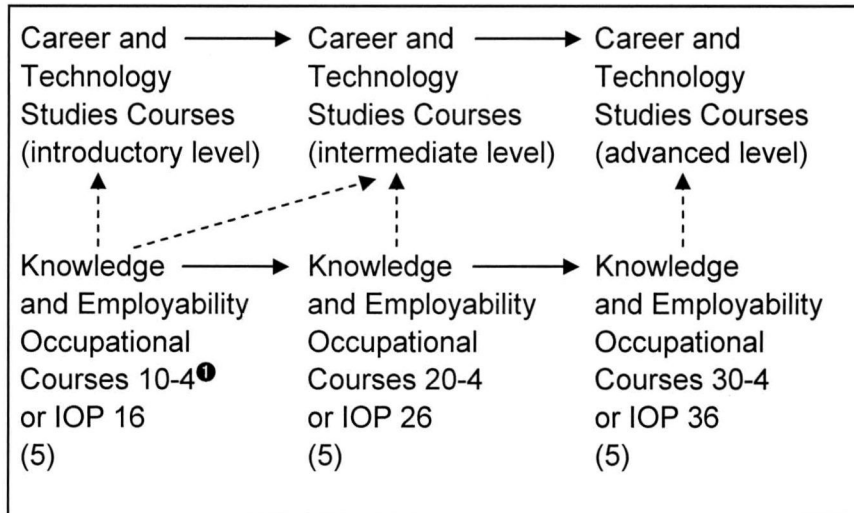
❶ Transfer from a 10-4 Knowledge and Employability occupational course or 16-level IOP occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.

LINK Administrators may refer to the Senior High School Graduation Requirements section for more information regarding student transfer to the Alberta High School Diploma route.

PROGRAM ADMINISTRATION:
Instructional Delivery

Introduction

Various forms of instructional delivery are available to meet the educational needs of children and students. Information in this section is presented under two headings, Instructional Delivery Options and Considerations for Instructional Delivery. Instructional Delivery Options include information on programs of choice. Considerations for Instructional Delivery Options include information on guidance and counselling, school library programs and special education. The section concludes with a number of directives that relate to the provision of safe and caring schools.

Instructional Delivery Options

Choice is an important principle in Alberta's educational system. Parents can access a number of instructional delivery options for their children. School authorities have the flexibility to deploy resources and use any method of instructional delivery as long as Alberta Education standards are achieved. School authorities are encouraged to take advantage of the resulting programs of choice as well as the use of technology, distance learning and the workplace. Programs of choice such as alternative programs, blended programs, charter schools, distance learning, home education, online delivery and outreach programs are highlighted in this section.

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

Alternative Programs

School Act,
Section 21(1)(a)(b)(4)
Policy 1.1.5

Section 21(1)(a)(b) of the *School Act* states that an alternative program is an education program that:

(a) emphasizes a particular language, culture, religion or subject-matter, or

(b) uses a particular teaching philosophy,

but is not a special education program, a Francophone program or a program of religious education offered by a separate school board.

Section 21(4) states that boards may charge parents enrolling a student in the alternative program a fee to defray all or a portion of any non-instructional costs that the board may incur by offering the alternative program and that are in addition to the board's regular education program costs.

For further information on alternative programs, see the *Alternative Programs Handbook* or contact Field Services.

Blended Program

School Act, Section 29
A.R. 126/99
Policy 1.1.2

A blended program is an education program that consists of two distinct parts:

- Part 1—an in-school program in which a teacher, employed by the school board or accredited private school, is responsible for the direct delivery and evaluation of courses
- Part 2—a home education program that meets the requirements of Home Education Regulation 126/99 as amended.

For more information on the requirements for the home education portion of the program, see the Home Education section of this *Guide*. School boards, or accredited private schools, are not required to offer blended programs; the offering of a blended program is optional.

A funded blended program is a blended program in which the teacher employed by a school board, or an accredited private school, is responsible for the direct delivery and evaluation of courses amounting to:

- at least 50% of the student's program in grades 1 to 9
- at least 20% of the student's program in grades 10 to 12.

For further information on blended programs, contact Field Services.

Charter Schools

School Act, Sections 31–37
A.R. 212/2002
Policy 1.1.1

A charter school is a public school that provides innovative or enhanced means of delivering education to improve student learning. The proposed method of educational delivery that improves student learning must be supported by research. A charter school must have characteristics that set it apart from other public schools in the same area. A charter school is designed to meet the needs of a specific group of students through a specific program or approach. Charters are granted by the Minister and are term-specific.

A group interested in a charter school must first approach their local school board to determine if the group and the board can work to establish the innovative approach as an alternative program.

For further information on charter schools, see the *Charter Schools Handbook* or contact Field Services.

Distance Learning

Alberta Education designs, develops and produces distance learning courses and courseware through the Learning Technologies Branch (LTB). These are available for purchase from the Learning Resources Centre.

The Alberta Distance Learning Centre (ADLC) is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from ADLC or found on their Web site at www.adlc.ca.

Home Education

School Act, Section 29
A.R. 126/99
Policy 1.1.2

Home education recognizes a parent's right to provide home education to his or her children. Home education is a program of choice.

A parent wishing to home educate his or her child must notify any school board or an accredited private school of his or her intent to home educate and request that the board or private school supervise the child's home education program. Notification of the intent to home educate can be made at any time during a school year. An associate board or private school will review the completed notification form and the education plan developed by the parent and make a decision within 15 school days. Associate boards or private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and accredited private schools must develop a policy that includes guidelines for a home education student's participation in school and extracurricular activities.

Home education must be based on a program that is prescribed, authorized or approved by the Minister or a program designed by the parent. Parents can choose curriculum resources and methodology that are consistent with the family's religious and conscientiously held beliefs. If the parent designs a program that does not follow the Alberta program of studies, the parent must declare that the program is consistent with the student learning outcomes listed in the schedule in the Home Education Regulation. Parents may ask the associate board or private school for assistance in developing a home education plan or program.

Teachers are to be assigned to home education to facilitate student learning by providing assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and accredited schools are required to provide a written report of the student's progress. This written report is included in the student's record. Grade 3, 6 or 9 home education students must be offered the opportunity to write the appropriate provincial achievement tests.

If an associate board or private school terminates a home education program, it is responsible for the student's education for the remainder of the school year and must make suitable arrangements for the student's access to an education program.

For further information on home education, contact Field Services.

Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of a certificated teacher employed by a school board or by an accredited private school. Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction for Alberta courses and programs of study.

School authorities providing instruction through online delivery should develop policies and/or procedures on a variety of issues prior to program implementation. Specifically, school authorities should consider:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels
- time frames for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside Alberta
- program decisions; e.g., self-paced or teacher controlled
- how to deliver all outcomes of Alberta programs of study
- provision for writing achievement tests and diploma examinations
- program and teacher evaluation
- how to provide alternative forms of program delivery for non-resident students who are experiencing difficulty in the online environment.

Students are to be identified in the Student Information System (SIS) using the grants program code for online programs.

The Alberta Online Consortium provides further information about online education and online schools. The Alberta Online Consortium can be contacted at www.albertaonline.ab.ca.

Outreach Program

The Outreach Program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs.

Outreach programs generally serve students of senior high school age. However, elementary and junior high school students experiencing difficulties with effective learning in regular programs may also be served. For complete funding information, see the *Funding Manual for School Authorities.*

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the Outreach Program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The Outreach Program must provide students with educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, time management training and study skills.

School authorities choosing to run their Outreach Program as a school will be required to meet the legislative and policy requirements associated with operating a school; e.g., designating a school principal, establishing a school council, preparing annually a school three-year education plan and a school annual results report, following the school closure regulation and other regulations.

Applications for approval to begin new outreach programs must be submitted by March 1 to the appropriate Zone Services Branch Director using the form provided in the *Funding Manual for School Authorities.* Alberta Education may not approve all applications. Once granted, funding is ongoing.

Considerations for Instructional Delivery

A number of programs and services exist in schools to help students meet their developmental and learning needs. This section highlights guidance and counselling, school library programs and special education. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a safe and caring learning environment for students. Information is given about controversial issues, HIV/AIDS in educational settings and the use of human tissue and fluid in educational programming.

Guidance and Counselling Programs and Services

The comprehensive school guidance and counselling program is centred on helping individual students meet their growth and developmental needs—educational, personal, social and career. Delivery of these programs is collaborative and multidisciplinary, involving the school counsellor and other school staff. Program success is based on a close partnership among school, home and community. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

School boards, accredited private schools and charter schools are expected to implement the *Comprehensive School Guidance & Counselling Programs and Services: Guidelines for Practice—A Program Development and Validation Checklist*, 1997, which reflects the content of the comprehensive approach to guidance and counselling in schools. Schools and school authorities are expected to use the guidelines to monitor and evaluate their guidance and counselling programs and services.

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such library programs improve student opportunities for achieving a basic education.

Student learning experiences should integrate information retrieval and research skills. These skills are learned best within the curricula. To promote integration, opportunities for cooperative planning between teachers and teacher–librarians should be provided.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. Library resources are designed to help students expand their abilities to find, generate, evaluate and apply information. Developing these information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, see *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*, 2004.

Special Education

Standards for the Provision of Special Education to Students in Alberta Ministerial Order No. 015/2004

Students with mild, moderate and severe special education needs and those who are gifted and talented, require specialized learning opportunities to achieve their full potential. The school board program delivery requirements and expectations that support Alberta Education's objective of providing consistent direction, while supporting flexibility and discretion at the school authority level, can be found in the *Standards for Special Education, Amended June 2004*.

School Act, Sections 45, 47

Alberta Education supports the education of students with special education needs. Section 45 of the *School Act* requires that school boards provide each resident student with an education program. Section 47 states that students with special needs are entitled to have access to special education programs consistent with their needs. School boards are responsible for assessing student needs and identifying appropriate programs. Parents should be involved in decisions relating to the educational programs for their children.

A special education program:

- is based on an individualized program plan (IPP); all students with special education needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning needs.

Students with special education needs taking curriculum courses for credit are expected to meet those course requirements.

For more information regarding special education programs and resources, contact the Special Programs Branch.

Program Information

The series *Programming for Students with Special Needs* includes practical suggestions about instructional strategies, classroom management, preparing individualized program plans, understanding the nature of special education needs, and the availability of special education resources.

Titles in the series are:

- *Teaching for Student Differences* (Book 1)
- *Essential and Supportive Skills for Students with Developmental Disabilities* (Book 2)
- *Individualized Program Planning* (Book 3)
- *Teaching Students Who Are Deaf or Hard of Hearing* (Book 4)
- *Teaching Students with Visual Impairments* (Book 5)
- *Teaching Students with Learning Disabilities* (Book 6)
- *Teaching Students Who Are Gifted and Talented* (Book 7)
- *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Book 8)
- *Teaching Students with Autism Spectrum Disorders* (Book 9)
- *Teaching Students with Fetal Alcohol Spectrum Disorder* (Book 10)

These resources are available for purchase from the Learning Resources Centre.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Controversial issues:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Directives

HIV/AIDS in Educational Settings
Directive 4.1.1

This directive provides information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases.

Guidelines

Guidelines regarding HIV/AIDS is covered under the Communicable Diseases Regulation of the *Alberta Public Health Act*, and there is no legal basis on which to prevent children infected with HIV/AIDS from attending school.

A mechanism for ongoing communication between school boards and regional health authorities should be established. School authorities, with the assistance of local public health personnel, should develop policies consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school boards and local health authorities, and regular communication should be maintained on all health matters.

Additional information on HIV/AIDS, or other health-related matters, is available from local health authorities located throughout the province.

Human Sexuality Education
Directive 4.1.2

Human sexuality is taught at several levels in Alberta, including the Grade 4 to Grade 9 Health and Life Skills program and the senior high school Career and Life Management (CALM) course. The learning outcomes to be achieved by students are prescribed by Alberta Education through the programs of study.

Exemptions by Parental Request

Students may be exempted, by parental request, from Health and Life Skills and CALM classroom instruction and activities that involve learning outcomes specifically related to human sexuality sections of these courses.

In the case of religious beliefs, parents/guardians must write to the Minister of Education requesting an exemption from the CALM course.

For further information, see the Health and Life Skills Program of Studies (K–9), the Career and Life Management (Senior High) Program of Studies or contact the Curriculum Branch.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, refer to the document *Safety in the Science Classroom* (current version) available on the Alberta Education Web site, or contact the Learning and Teaching Resources Branch.

Student Assessment
ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning: instruction, program improvement and public accountability. It includes a variety of assessments for different purposes.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet his or her learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the classroom assessment should have the following characteristics:

Text in boldface are requirements that appear only in this *Guide*.

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a student already knows and can do.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

To assist teachers in applying diagnostic techniques, Alberta Education has developed the following materials that are available for purchase from the Learning Resources Centre.

- *Diagnostic Reading Program* (Grade 1 to Grade 6, 1986)
  Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.

- *Diagnostic Mathematics Program* (Grade 1 to Grade 6, 1990)
  Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.

- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10, 1993)
  Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units are included for language arts (Grade 7), science (Grade 7 and Science 14) and social studies (Grade 7, Grade 8 and Grade 9).

Assessment as the Basis for Communicating Individual Student Achievement

When students are placed in age appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level at which their child is actually working in various subjects; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the grade level at which the child is working. The provision for Assessment as the Basis for Communicating Individual Student Achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about:

- **what their child knows and can do in the courses being studied**
- **how well their child is doing in those courses**
- **the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies.**

The provision does not restrict the communication of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers must communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment portfolios, report cards or student work samples. An

individualized program plan (IPP) is often implemented by teachers when there is a gap between a student's level of achievement and the student's grade placement. Whatever methods are chosen for implementing this provision, often face-to-face methods are the most successful for achieving clear and open communication.

All assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials, in English and in French, for teachers' discretionary use in language arts, mathematics, science and social studies in grades 1, 2, 4, 5, 7 and 8. There also are science assessment materials for Grade 3. These materials were supplied to all schools. Additional classroom assessment materials are available for purchase from the Learning Resources Centre.

Provincial Achievement Testing Program

The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. They are based on what students are expected to know and be able to do as set out in the programs of study.

All students in the appropriate grades are expected to write the annually administered achievement tests. English language arts and mathematics are assessed at grades 3, 6 and 9. Science and social studies are assessed at grades 6 and 9.

The tests reflect a common provincial standard for students in a grade and also reflect the following:

- Accommodations are available for students with special education needs for writing achievement tests.

- There are French versions of the achievement tests in mathematics (grades 3, 6 and 9), science (grades 6 and 9), and social studies (grades 6 and 9). As well, there are French language arts tests for students in Grade 6 and Grade 9 alternative French language programs (includes French immersion), and Français for Grade 6 and Grade 9 Francophone students.

- Every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students.

- Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the jurisdiction and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the November update to the *General Information Bulletin: Achievement Testing Program*, prior to the school year in which they are to be implemented. Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. The document *Guidelines for Interpreting the Results of Achievement Tests* is provided along with the results.

For more information on provincial achievement testing, see the following documents sent to schools or provided electronically each year:

- *General Information Bulletin: Achievement Testing Program*
- Information bulletins about the tests in Grade 3, Grade 6 and Grade 9 are available on the Alberta Education Web site
- *Parent Guide to Provincial Achievement Testing* for Grade 3, Grade 6 and Grade 9.

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile for the student's education record is provided electronically to the school through the secured extranet site. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–1995 and subsequent school years are eligible to receive the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of Achievement or the Certificate of High School Achievement upon completion of graduation requirements.

The diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction; however, possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The Alberta High School Diploma graduation requirements are included in this section.

The new Certificate of High School Achievement requirements outlining the specific eligible courses, the required credits and information on the phasing in of the new certificate are included in this section. Students enrolling in Grade 10 level Knowledge and Employability courses beginning in September 2006 will work toward meeting the new Certificate of High School Achievement requirements.

The Certificate of Achievement can be obtained by students enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006. See Appendix 5 for these requirements.

Text in boldface are requirements that appear only in this *Guide*.

The High School Equivalency Diploma requirements can be found in the Mature Students section.

Alberta High School Diploma Graduation Requirements (English)

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS **including the following:**
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL[1] (Pure Mathematics 20, Applied Mathematics 20 **or** Mathematics 24)
SCIENCE – 20 LEVEL[2] (Science 20, Science 24, Biology 20, Chemistry 20 **or** Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • **Career and Technology Studies (CTS)** • **Fine Arts** • **Second Languages**[3] • **Physical Education 20 and/or 30**[4] • **Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP** • **Knowledge and Employability or IOP occupational courses** • **Registered Apprenticeship Program**
10 CREDITS IN ANY 30-LEVEL COURSE **(<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)**[5] These courses may include: • **35-level Locally developed/acquired and locally authorized courses** • **3000 Series; Advanced Level in Career and Technology Studies Courses** • **35-level Work Experience**[6] • **30-4 level Knowledge and Employability course or 36-level IOP course** • **35-level Registered Apprenticeship Program** • **30-level Green Certificate Specialization**

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❶ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

❷ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.

❸ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❹ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❺ 30-level English or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❻ Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language–Francophone in this *Guide*.
- Mature students should consult the Mature Students section in this *Guide* for applicable graduation requirements.

Alberta High School Diploma Graduation Requirements
(French First Language–Francophone)

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (FRENCH FIRST LANGUAGE–FRANCOPHONE)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS   **including the following:**
FRANÇAIS 30 OR 30-2
ENGLISH LANGUAGE ARTS – 30 LEVEL❶   (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL   (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL❷   (Pure Mathematics 20, Applied Mathematics 20 **or** Mathematics 24)
SCIENCE – 20 LEVEL❸   (Science 20, Science 24, Biology 20, Chemistry 20 **or** Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • **Career and Technology Studies (CTS)**   • **Fine Arts**   • **Second Languages❹**   • **Physical Education 20 and/or 30❺**   • **Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP**   • **Knowledge and Employability or IOP occupational courses**   • **Registered Apprenticeship Program**
10 CREDITS IN ANY 30-LEVEL COURSE   **(<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)❻**   These courses may include: • **30-level English Language Arts**   • **35-level locally developed/acquired and locally authorized courses**   • **3000 Series; Advanced Level in Career and Technology Studies Courses**   • **35-level Work Experience❼**   • **30-4 level Knowledge and Employability course or 36-level IOP course**   • **35-level Registered Apprenticeship Program**   • **30-level Green Certificate Specialization**

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❶ Students enrolled in Francophone programs must complete Français 30 or 30-2 to meet their language arts diploma requirement; however, they must also complete English Language Arts 30-1 or 30-2 to fulfill, in part, the 10-credit diploma requirement from any combination of courses in the areas of second languages, career and technology studies (CTS), fine arts, Physical Education 20 and/or 30, or locally developed/acquired and locally authorized courses.

❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

❸ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.

❹ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❺ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❻ 30-level English Language Arts or 30-level Social Studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❼ Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Mature students should consult the Mature Students section in this *Guide* for applicable graduation requirements.

Certificate of High School Achievement

REQUIREMENTS FOR A CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT[1]
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS[2] **including the following:**
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 26
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN[3] • 30-level Knowledge and Employability Occupational course, or • 30-level Career and Technology Studies (CTS), or • 30-level Locally developed course with an occupational focus **AND** **5 CREDITS IN** • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course[4], or • 30-level Green Certificate course[5]
OR
5 CREDITS IN 30-level Registered Apprenticeship Program (RAP) course[6]

[1] Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement (Appendix 5).

[2] To qualify for a Certificate of High School Achievement, students must be enrolled in a minimum of one academic Knowledge and Employability course.

[3] To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-4-level Knowledge and Employability Occupational courses.

[4] Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 for additional information.

[5] Refer to the Alberta Education Web site for additional Green certificate information.

[6] Refer to the *Registered Apprenticeship Program Information Manual*, 2004 for additional information.

Student Placement and Promotion

Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, subject to policies of the school authority and to provisions in this *Guide*.

Grade 10 Students

For the purpose of determining a student's graduation requirements, the following is to apply: upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education, or the student is registered in a noncredit English as a Second Language course. Also see the Mature Students section for information regarding those who entered senior high school before the 1994/1995 school year.

Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

Text in boldface are requirements that appear only in this *Guide*.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific outcomes for each core course of the junior high school program to the extent of his or her potential, has achieved acceptably in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses.

The following are examples of course sequences that meet these criteria:

- English Language Arts 10-1, 20-1, 30-1
- Français 10–20–30
- French Language Arts 10–20–30
- Applied Mathematics 10–20–30
- Pure Mathematics 10–20–30
- Science 10–20–30
- Social Studies 10–20–30.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school is to report these marks to the Information Services Branch.

Schools whose students take courses for senior high school credits while in junior high school, including CTS 1-credit courses and heritage language credit courses, will not receive credit enrollment unit funding for those courses completed. For more information, see the *Funding Manual for School Authorities.*

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the Senior High School Graduation Requirements section.

Schools must not use locally developed courses for evaluating students unless the courses are authorized by their boards.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

A transfer guide designed to assist in the placement of students has been authored by the Council of Ministers of Education, Canada (CMEC). This *Secondary Education in Canada: A Student Transfer Guide* can be viewed from the CMEC Web site at www.cmec.ca. For further information, contact the Curriculum Branch.

A list of reference materials that may be purchased by schools is available to assist principals in the evaluation of out-of-country documentation. Contact the Teacher Development and Certification Branch for information on publication names and addresses. Their evaluation staff can assist those principals who, following a review of the reference materials, require consultation.

An Alberta High School Diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

Electronic submission of senior high school evaluation is encouraged or a copy of the completed High School Evaluation Report form can be forwarded to the Information Services Branch. Evaluation forms can be obtained from the Alberta Education Extranet Web site under Tools and Software.

In the case of a dispute over the number of senior high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases Committee. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, Learner Assessment Branch, Alberta Education.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

Students who use Français 30 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. For more information, refer to the Senior High School Graduation Requirements section. Senior high school principals may appeal to the Special Cases Committee on behalf of Canadian and immigrant unilingual Francophone students who enter the Alberta school system within three years of their graduating year. For these students, the principal may recommend that Français 30 or 30-2 be accepted in lieu of English Language Arts 30-1 or 30-2 for Alberta High School Diploma purposes.

Visiting or Exchange Students

Visiting or exchange students from another province or country who wish to complete a course for credit should be registered with the Information Services Branch.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the High School Transcript of Achievement and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

For further information, see the *General Information Bulletin: Diploma Examinations Program.*

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1 and 30-2 diploma examinations and the Science 30 diploma examination must be written in English. The Français 30 and French Language Arts 30 diploma examinations must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Applied Mathematics 30, Pure Mathematics 30, Biology 30, Chemistry 30 and Physics 30 must be written in either English or French.

For information regarding fees, see Eligibility to Write in the Student Assessment in Senior High School Subjects section.

Contact the International and Federal/Provincial Relations Branch for information about registering students from another province or country, including areas such as study permits, right of access and reciprocal student exchanges.

Student Assessment in Senior High School Subjects

Introduction

School Act, Section 39(3)(c)
A.R. 177/2003
Policy 2.1.2

The Student Evaluation Regulation A.R. 177/2003 governing the evaluation of students has been developed under section 39(3)(c) of the *School Act*. This regulation may be found in the *K–12 Learning System Policy, Regulations and Forms Manual*.

The provincial Student Evaluation Policy 2.1.2 states that each school authority shall develop and implement a student evaluation policy.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials (CAMP) for teachers' discretionary use. These materials are available for purchase from the Learning Resources Centre.

Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

Text in boldface are requirements that appear only in this *Guide*.

Schools must use one of the following designations when submitting the results of student achievement in either a regular (including diploma examination) or a Career and Technology Studies (CTS) course to Information Services Branch, Alberta Education.

Designation	Course Completion Status	Mark
• COM	• when a student completes a regular (non CTS) course with a mark of 0% to 100% • when a student successfully completes a CTS course with a mark of not less than 50%	A mark is submitted to Alberta Education.
• WDR	• when a school agrees to remove a student from any course	No mark is submitted to Alberta Education.
• INC	• for CTS courses only, when a student has not met the requirements of the program of studies	No mark is submitted to Alberta Education.

Achievement in all completed senior high school credit courses is to be reported to the Information Services Branch with the appropriate designation.

Marks shall be reported by electronic transfer or by using the High School Course Reporting Form, the High School Evaluation Report form, the Non-diploma Examination Courses Form or the Diploma Examination School Marks Checklist form.

Schools or school boards wishing to adopt electronic reporting should contact the Information Services Branch.

Only one mark per course in any reporting period will be accepted and added to a student's record; consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the time lines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, an adjustment may be submitted electronically or by using the High School Course Reporting Form.

School-awarded marks in diploma examination courses shall be reported to the Information Services Branch, as directed.[1]

School-awarded marks in all non-diploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the Information Services Branch. Schools will receive additional instructions, as required, throughout the year.

Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

Schools are to report all successfully completed CTS courses to the Information Services Branch, along with an awarded mark not less than 50% for each 1-credit course. Successful completion of a CTS course at the senior high school level is based on demonstrating all of the general outcomes for any given course to the standard defined for each competency. This means that the student must be individually assessed on each of the general outcomes defined for the course in the program of studies.

Schools also report to the Information Services Branch CTS courses in which the student has not met all the outcomes or has withdrawn. An incomplete (INC) status occurs when a student is registered throughout a course but does not complete all the learner outcomes. A withdrawn (WDR) status occurs when a student chooses not to complete a course. No mark is reported with either a course completion status of INC or WDR, and these courses do not appear on student transcripts.

Challenged CTS courses and those CTS courses given credit through evaluation by the senior high school principal but taken in junior high school are also to be reported to the Information Services Branch. See Course Challenge in the Awarding Course Credits section in this *Guide*.

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[1] Dates are specified in the Schedules, Dates and Writing Centres section of the *General Information Bulletin: Diploma Examinations Program*.

The waiver of prerequisite provisions does not apply to CTS courses. See Exceptions in the Waiver of Prerequisites and Credits for Waived Prerequisite Courses in the Awarding Course Credits section of this *Guide*.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the:

- *Funding Manual for School Authorities*
- *CTS Manual for Administrators, Counsellors and Teachers*, Appendix 6: Policies and Guidelines for Implementing CTS Courses in Senior High Schools.

Grade 12 Validation Statement

Alberta Education makes every attempt to confirm the accuracy of each student's senior high school record by issuing to each Grade 12 student a Student Record Validation Statement. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. See the Schedule of Activities documentation available from the Information Services Branch.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, on the High School Course Reporting Form or electronically, to the Information Services Branch by April 30 prior to the student's anticipated graduation date.

Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the *Program of Studies: Senior High Schools*. Students are required to write diploma examinations in the following courses:

Applied Mathematics 30	French Language Arts 30
Biology 30	Physics 30
Chemistry 30	Pure Mathematics 30
English Language Arts 30-1	Science 30
English Language Arts 30-2	Social Studies 30
Français 30	Social Studies 33

The final mark for diploma examination courses is determined by averaging the diploma examination mark with the school-awarded mark. To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1 and 30-2 and Science 30. Students may elect to write either the French or English language version of the respective examination.

For more information on diploma examinations, see the following documents available on the Alberta Education Web site at www.education.gov.ab.ca/k_12/testing.

- *General Information Bulletin: Diploma Examinations Program*
- *Information for Students*—a newsprint flyer for Alberta students and teachers sent to all schools
- *Information for Parents*—a newsprint flyer for parents and school councils sent to all schools
- Subject information bulletins for each course in which a diploma examination, as listed above, is administered.

January and June Diploma Examinations

Examinations are written at all senior high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the Information Services Branch by their senior high school principal.

Students not currently enrolled in a diploma examination course but who wish to write must register with Alberta Education. This can be achieved by completing a diploma examination registration form, available through senior high

school principals, the Learner Assessment Branch, Information Services Branch or the Alberta Education Web site. The registration form is to be forwarded to Alberta Education by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.

Special writing centres outside Alberta may be authorized for the January and June examination sessions upon application to and approval by the Special Cases Committee.

August Diploma Examinations

August diploma examinations are written only at a selected number of centres and summer schools throughout the province.

For the August administration, students not registered through a summer school will register at the time of writing their examinations.

Special writing centres outside Alberta may be authorized for the August examination session upon application to and approval by the Special Cases Committee.

November and April Diploma Examinations

November and April diploma examinations are available only to students in schools that have been approved by the Minister of Education to administer these examinations. Approvals are coordinated through the Learner Assessment Branch of Alberta Education.

Special writing centres outside Alberta may be authorized for the November and April examination sessions upon application to and approval by the Special Cases Committee.

Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current *General Information Bulletin: Diploma Examinations Program*, available in all senior high schools or from the Alberta Education Web site.

Eligibility to Write

- Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.

- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

- Students who have been awarded credit previously for the course may register to write the diploma examination. A student rewriting a diploma examination is required to pay a rewrite fee (see Rewrite Fees on this page).

- Mature students, as defined in the Mature Students section of this *Guide*, may register to write the diploma examination without taking instruction.

- Students who are not funded by Alberta Education or are not on a reciprocal exchange are required to pay a fee to write a diploma examination. See the *General Information Bulletin: Diploma Examinations Program* for further information.

- Students who are in a Home Education Program are eligible to write diploma examinations.

Rewrite Fees

- Students who intend to rewrite a diploma examination are required to submit a registration form and pay a rewrite fee for each examination, directly to Alberta Education. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.

- Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debts. Students are required to clear any outstanding debt before their current examination marks appear on their senior high school records.

- Students are charged a rewrite fee for a diploma examination if the students have written examinations in this course within the current or previous two school years.

- Some diploma examinations may not be available for rewrite during certain administrations. See the *General Information Bulletin: Diploma Examinations Program* for further information.

Accommodations for Students with Special Diploma Examination Writing Needs
Student Evaluation Regulation
A.R. 177/2003

Students with special diploma examination writing needs may require accommodations in order to write a diploma examination and may request approval for:

- an examination to be provided in Braille, large print or CD format
- variation in writing time and place or mode of response
- other adjustments.

Administrators are directed to the policy Accommodations for Students with Special Diploma Examination Writing Needs, contained in the *General Information Bulletin: Diploma Examinations Program*. The school principal shall make application, together with the required documentation, to the Special Cases Committee, Learner Assessment Branch, Alberta Education, according to the dates specified in the *General Information Bulletin: Diploma Examinations Program*.

Accommodations are applied for and granted for a specific examination administration. A renewed application for any accommodation must be made, in writing, for any subsequent administration. Documentation is required only for the initial application.

Exemption from Writing Diploma Examinations

Under specific circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the Special Cases Committee. See the *General Information Bulletin: Diploma Examinations Program* for more information.

Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examination receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark and the final mark for each course.

Students who have unpaid examination rewrite fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark, for official transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Reporting to the Public

Schools, school boards, charter school boards and private schools are expected to report annually to the public. They are expected to report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released annually by the Minister in the fall. Prior to this release, an annual summary report containing combined results for all diploma examination administrations is provided to schools and school authorities. Summary results for the school year are provided on Alberta Education's Web site. For further information, schools can also refer to Policy 2.1.3, Use and Reporting of Results on Provincial Assessments and the *Guide for Education Planning and Results Reporting*.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted to the Information Services Branch before the official release dates of Results Statements. These dates are published in the annual *General Information Bulletin: Diploma Examinations Program*.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to the Information Services Branch for approval.

Diploma Examination Marks

A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to the Learner Assessment Branch, in accordance with the terms and date specified on the appropriate results statement, or

- rewrite the examination at a later administration date. Some diploma examinations may not be available for rewrite during certain administrations. See the *General Information Bulletin: Diploma Examinations Program* for further information.

Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education. This fee is refunded if the examination mark is raised by 5% or more.

- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates of High School Achievement and Transcripts

Information Services Branch issues the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of High School Achievement or the Certificate of Achievement to students who meet the graduation requirements. A Statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Language Versions

Diplomas, certificates, transcripts and statements of courses and marks are issued in the English language. Principals of schools with alternative French language programs (includes French immersion) are expected to advise their students that they can request that their transcripts and/or Alberta High School Diplomas be in French. Principals should submit a letter to Information Services Branch naming those students wanting French diplomas and transcripts. For students registered in a Francophone school, diplomas, certificates and transcripts will be issued in French.

All students receive a Statement of Courses and Marks in English only.

Provisions for Mature Students

Mature students may earn senior high school credits without holding the prerequisite courses. See the Mature Students section for more information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed, prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school operated by a public or separate school board, or to an accredited private Alberta high school from a registered Alberta private school or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the appropriate school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are awarded, the principal is expected to enter, either electronically or in the course mark column on the High School Evaluation Report form, a "P" for pass, not a grade or percentage score.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following departmental requirements:

- **instruction is provided by qualified teachers holding valid Alberta teaching certificates**
- **instructional time allocated to each subject meets the minimum times specified by Alberta Education**
- the content of each subject follows that outlined in the *Program of Studies: Senior High Schools* and/or course(s) approved by the Minister and/or by the school authority
- the senior high school is operated in accordance with the *Guide to Education: ECS to Grade 12*
- **student evaluation is carried out in accordance with school authority policy and is consistent with provincial policy**
- **school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with school authority policy. School-awarded marks are subsequently submitted to Alberta Education for recording at a time and in a manner determined by the Minister.**

Text in boldface are requirements that appear only in this *Guide*.

Rules Governing Awarding of Credits

- To earn the credits attached to all senior high school courses, a student shall achieve at least 50% ("C" standing) in each course.

- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will appear on the transcript.

Number of Senior High School Credits in French and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French, for Alberta High School Diploma purposes. However, for purposes other than the Alberta High School Diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points (Recommended) and Course Sequences in the Courses and Programs section.

Students may transfer from a lower level sequence to a higher level sequence. For example, in senior high school social studies, students may transfer from the 13–23–33 sequence to the 10–20–30 sequence. For specific course sequences, refer to the transfer sequence charts under Transfer Points (Recommended) and Course Sequences in the Courses and Programs section.

Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10 to Social Studies 23. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10 and then transfer to Social Studies 23 will not receive credits for Social Studies 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10, then successfully complete Social Studies 33 should receive waived credits for Social Studies 23 and earned credits for Social Studies 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Changes in diploma examination registration from one level to another (for example, Social Studies 30 to Social Studies 33) after these registration dates should occur only if there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student, and where applicable parents or guardians, is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision outlined in this section. See the *General Information Bulletin: Diploma Examinations Program* for further information.

Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 1 in this *Guide*.

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the outcomes of a course, including 1-credit career and technology studies courses, through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

This provision applies to the non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course shall be allowed to demonstrate these learnings through special assessment opportunities.

For additional information regarding procedures, see Course Challenge in Appendix 3 of this *Guide*.

Exceptions

Since the course challenge policy applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following are excluded from the course challenge provision:

- French 13
- Mathematics Preparation 10
- All RAP courses
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- CTS courses completed in grades 7, 8 and 9.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix 1 of this *Guide* may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- **the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies**
- **judgements are made on an individual basis, not for an entire class of students**
- **it is in the student's best interest.**

For example:

- A student who is waived into English Language Arts 30-1, and successfully completes the course, receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.

- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.

- A student who successfully completes English Language Arts 10-1, then earns credits for English Language Arts 30-2, should receive waived credits for English Language Arts 20-2.

Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report electronically on the High School Course Reporting Form any waived course or courses to the Information Services Branch. Credits are then granted for the waived prerequisite course or courses, and a "P" for pass is recorded on the student's record and transcript.**❶** The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" for pass), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization in the Senior High School section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- all CTS Courses (except as outlined below)
- French 13
- Locally Developed/Acquired and Authorized Complementary Courses (all)
- Mathematics Preparation 10
- Physical Education 10
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Career and Technology Studies

Students may challenge courses in CTS. See Course Challenge in this section. The waiver provision does not apply to CTS and, as such, the student would receive credits only for courses successfully challenged, regardless of level (introductory, intermediate or advanced). The student would not receive waived credits.

In order for a student to be given advanced standing when entering senior high school with the necessary competencies in a 1-credit CTS course achieved in junior high school, the student may need to have a prerequisite waived. The only time in which a CTS 1-credit course may be waived is when the senior high school principal accepts the recommendation of a

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❶ A "P" for pass mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite. In this case, the senior high school principal would place the student in the higher level 1-credit course, in effect waiving the lower level 1-credit course. Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report electronically on the High School Reporting Form any waived course or courses to the Information Services Branch. The student would then receive credit for the waived course and a mark and credit for the 1-credit course. This is the only way in which a CTS prerequisite may be waived.

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students in the Mature Students section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS[1]

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts English Language Arts 20-1 English Language Arts 10-1 English Language Arts 20-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 30-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 20-2 English Language Arts 10-4
Français Français 10 Français 20 Français 10-2	Français 20-2 Français 30-2 Français 26	Français 10-2 Français 20-2 Français 16
French French Language Arts 10 French 31a	French 31a French 30	French 30, 20, 10 French 20, 10
Mathematics Applied Mathematics 10 Pure Mathematics 10 Pure Mathematics 10 Pure Mathematics 20 Mathematics 14 Mathematics Preparation 10 **Social Studies** Social Studies 10 Social Studies 20 Social Studies 13	Mathematics 24 Applied Mathematics 20 Mathematics 24 Applied Mathematics 30 Mathematics 20-4 Mathematics 24 Social Studies 23 Social Studies 33 Social Studies 26	Mathematics 14 Applied Mathematics 10 Mathematics 14 Applied Mathematics 20 Mathematics 10-4 Mathematics 14 Social Studies 13 Social Studies 23 Social Studies 16
Science Science 10 Science 14	Science 24 (5 credits) Science 20-4	Science 14 Science 10-4

❶ The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.

Courses for which retroactive credits have been granted will be recorded as "P" for pass on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A."

- At the end of Semester "A" or School Year "A," the principal reports to the Information Services Branch that the student has failed in the registered course. A mark of less than 50% must be reported to the Information Services Branch and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B."

- The principal subsequently submits to the Information Services Branch, in the appropriate reporting period for Semester "B" or School Year "B," a pass mark in the higher level alternative course completed.

Mature Students

Mature Student Status

Mature Student Status is granted effective September 1 for the subsequent school year. All the necessary criteria are to be satisfied prior to September 1.

- **A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:**
  - **19 years of age or older; or**
  - **the holder of a previously awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.**

- **The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.**

- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education.

Text in boldface are requirements that appear only in this *Guide*.

- **Mature students enrolled in credit courses must be registered with the Information Services Branch.**

- **A mature student may earn senior high school credits after successfully completing:**
  - **courses offered in a regular accredited school**
  - **courses offered under extension programs**
  - **courses offered by the Alberta Distance Learning Centre**
  - **a diploma examination conducted by Alberta Education with or without formal course instruction.**

- **A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.**

- **A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 13–23–33 and Social Studies 30 will receive 20 credits.** See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section.

- **Mature students are eligible to receive the Alberta High School Diploma, the Certificate of Achievement or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management.**

Many school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enroll in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See the Alberta High School Diploma Graduation Requirements in this *Guide*.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994/95 may meet the current requirements or the requirements that were in effect the year they entered high school. Appendix 4 contains a chart that outlines the requirements for years prior to 1994/1995.

Principals will notify Information Services Branch when they have programmed students to meet the graduation requirements for years prior to 1994/1995.

Also see Grade 10 Students in the Student Placement and Promotion section.

High School Equivalency Diploma

There are two alternatives for achieving a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency form to the Information Services Branch, indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority policy.

The candidate shall obtain 100 school credits as set forth below:

- **A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:**

- a high school course in mathematics **5 credits**
- a high school course in science **3 credits**
- English Language Arts 30-1 or 30-2 or
  English Language Arts 30 or 33 **5 credits**
- one other 30-level course, other
  than English Language Arts **5 credits**
- additional high school courses **42 credits**

• Additional credits which, when added to those gained according to the above, total at least 100, as follows:
  - additional high school courses
  - additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes
    AND/OR
  - a maximum of 15 credits for maturity, according to the following scale:
    • age 21–24 (inclusive) **5 credits**
    • age 25–29 (inclusive) **10 credits**
    • age 30 and over **15 credits**
  - a maximum of 5 credits for extensive travel
  - a maximum of 5 credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450[1] or better in each test and meets the eligibility requirements will be granted a High School Equivalency Diploma.

For more information regarding Alternative 1, Alternative 2 and the GED program, contact the Provincial GED Administrator, Learner Assessment Branch.

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[1] The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

Special Cases Committee

Frame of Reference of the Committee Student Evaluation Regulation A.R. 177/2003	The Minister under Section 12 of the Student Evaluation Regulation, A.R. 177/2003, appoints members of the Special Cases Committee. The Committee addresses matters that require the interpretation and application of policy relative to an individual's program. The Special Cases Committee is the final procedural level in the appeal process before one can ask the Minister of Education to review a decision. All other avenues of appeal are to be explored at their school authority level before making an appeal to this provincial body.
Membership of the Committee	The Minister appoints members of the Committee. The committee is chaired by the Director, Examination Administration, Learner Assessment Branch, and is comprised of four other directors of Alberta Education, or their designates, as approved by the chair.
Responsibilities of the Committee	The Committee is responsible for hearing appeals from decisions on matters, including the following: • determining the number of high school credits to be awarded to out-of-province students who have appealed an Alberta school evaluation • ruling on disputed evaluation or diploma requirements where no policy or precedent exists

- determining mature student status of individuals
- reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate in the circumstances.

Directions for Contacting the Committee

- Individuals who have explored all other avenues of appeal at their school authority level may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission should provide reasons for the appeal and a rationale in support of the appeal.

- Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent of the school authority where the student received instruction.

- Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

- Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, Learner Assessment Branch, Alberta Education.

RESOURCES AND SERVICES:
Learning Resources

Introduction

Learning and Teaching Resources Policy 3.2.2

In terms of provincial policy, Learning and Teaching Resources Policy 3.2.2, learning resources are those print, nonprint and digital materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Education developed and Alberta teacher published are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- student basic resources
- student support resources
- teaching resources.

Authorization indicates that the resources meet Alberta Education's evaluation criteria (e.g., curriculum congruency, instructional design, Respecting Diversity and Promoting Respect (RDPR), preference for Canadian content); however, the authorization of these resources does not require their use in program delivery.

Almost all student basic, student support and teaching resources are available for purchase from the Learning Resources Centre (LRC) of Alberta Education.

Accessibility, availability, pricing and ordering information for all authorized learning resources is available from the LRC, as listed in the *Learning Resources Centre Resources Catalogue*.

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

Learning Resources Credit Allocation	The Learning Resources Credit Allocation (LRCA) is applicable to all products purchased from the LRC. The credit allocation is available, up to a specified dollar limit, through the LRC to eligible or approved Alberta school authorities for the purchase of any learning resource carried by the LRC. Further information for the present allocation is provided at the LRC Web site, in the LRC School Information Package and by calling the LRC.
Student Basic Resources	Student basic resources are high quality learning resources intended for students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address the majority of general and specific outcomes of a course(s), substantial components of a course(s) or general outcomes across two or more grades, subject areas or programs, as outlined in provincial programs of study. Student basic resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.
Student Support Resources	Student support resources are high quality learning resources intended for students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address some of the general or specific outcomes of a course(s) or components of course(s), or address the general or specific outcomes across two or more grades, subject areas or programs, as outlined in the provincial programs of study. Student support resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

Learning Resources for Students with Visual Impairments

The Learning Resources for the Visually Impaired, through LRC's Materials Resource Unit (MRU), provides alternative formats for curriculum materials, such as braille, large print and audiotape/CDs, as well as equipment and kits for visually impaired students in Alberta. Materials available for students who are visually impaired can be useful for students with perceptual disabilities.

The MRU currently loans to school authorities the following:

- braille, audiotape/CD and large print curriculum and leisure reading resources
- kits including sensory, concept and skills development materials, tactile games and maps
- professional resources for the use of educators of the visually impaired
- specialized equipment including braillers, braille notetakers, 4-track cassette recorders, talking calculators, closed circuit televisions, large print calculators, large print typewriters and electronic dictionaries.

For more information, contact the MRU at the Learning Resources Centre.

Locally Developed/ Acquired Student Learning Resources

School Act, Sections 39 60(2)(b)

A school board may develop or acquire instructional materials for use in programs or in schools under section 60(2)(b) of the *School Act* subject to the provisions of section 39.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Teacher Resources to Support Curriculum Implementation

The provision for curriculum support is a responsibility shared by school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Resources to support teachers in curriculum implementation include print, multimedia and online resources such as guides to implementation and CD–ROMs.

Many teacher resources that support curriculum implementation are posted on the Alberta Education Web site; some are available for purchase from the Learning Resources Centre.

Information about resources to support teachers in curriculum implementation is available from the Learning and Teaching Resources Branch of Alberta Education.

For all French language program curriculum support resources, please contact the French Language Services Branch.

Authorized Teaching Resources

Authorized teaching resources are high quality resources intended for teachers. Alberta Education produces a number of teaching resources, such as guides, diagnostic programs and monographs.

In exceptional circumstances, a teaching resource may be given basic teaching status.

Resource Materials from Learner Assessment Branch

The Learner Assessment Branch provides a variety of materials to support teachers and students. For more information, see the *General Information Bulletin: Diploma Examinations Program*.

Learning Resources Centre Resources Catalogue

The *Learning Resources Centre Resources Catalogue*, on the LRC Web site, provides a comprehensive list of all student and teaching resources authorized by Alberta Education for use in Alberta schools. The LRC carries almost all resources authorized by Alberta Education and provides affordable access to resources in English, French and other International and Aboriginal languages. The LRC has online Web ordering services available for all customers 24 hours a day, seven days a week.

All resources available from the LRC are sold on a not-for-profit basis. In addition, LRC's ordering, pricing and business practices are available in its *Learning Resources Centre Resources Catalogue*, on the Web site or by calling LRC. As well, for each resource carried in stock, the LRC provides such product information as:

- grade and subject of intended use
- authorization status
- language of content
- title
- publisher
- edition
- author
- publication year
- ISBN
- LRC product order number
- LRC selling price.

The LRC carries the following categories of learning resources for school purchase:

- student basic learning resources, print and nonprint
- student support learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course material
- English, French and other languages instructional materials
- Alberta Education legal and information/service publications, such as programs of study, guides to education and Western and Northern Canadian Protocol framework documents
- some preadministered Grade 12 diploma examinations
- some standardized test materials
- additional learning resources that do not go through review or evaluation by Alberta Education but may be listed by LRC for school purchase due to high demand and usage by schools.

LearnAlberta.ca

The LearnAlberta.ca Web site at www.learnalberta.ca offers engaging digital learning resources for students, parents and teachers in Alberta's Kindergarten to Grade 12 community. These multimedia learning resources can be accessed at school, at home or from any computer with an Internet connection.

Contacts

Alberta Education Branch Contacts

Alberta Education can be contacted in a number of ways.

- Telephone

To be connected by telephone toll free from inside Alberta, dial 310–0000 and ask the operator for the desired number.	
Communications Branch	Telephone: 780–422–4495 Fax: 780–422–1263

- The electronic address (URL) for Alberta Education on the Internet is www.education.gov.ab.ca.

- The following branches have individual telephone and fax numbers, as noted.

Aboriginal Services Branch	Telephone: 780–415–9300 Fax: 780–415–9306
Alberta Children and Youth Initiative	Telephone: 780–422–9423 Fax: 780–422–9735
Curriculum Branch	Telephone: 780–427–2984 Fax: 780–422–3745
French Language Services Branch	Telephone: 780–427–2940 Fax: 780–422–1947
Governance and Program Delivery Branch	Telephone: 780–427–7235 Fax: 780–427–5930
Information Services Branch	Telephone: 780–427–5318 [Help Desk] Fax: 780–427–1179
Learner Assessment Branch	Telephone: 780–427–0010 Fax: 780–422–4200
• Special Cases Committee	Telephone: 780–427–0010 Fax: 780–422–4889
Learning and Teaching Resources Branch	Telephone: 780–427–2984 Fax: 780–422–0576
School Improvement Branch	Telephone: 780–427–3160 Fax: 780–415–2481
Special Programs Branch	Telephone: 780–422–6326 Fax: 780–422–2039
Teacher Development and Certification Branch	Telephone: 780–427–2045 Fax: 780–422–4199

- Zone 1 to Zone 6 Field Services Branches

Zone 1	Telephone: 780–427–5394 Fax: 780–422–9682
Zone 2/3	Telephone: 780–427–9296 Fax: 780–422–9682
Zone 4	Telephone: 780–427–5381 Fax: 780–422–9682
Zone 5	Telephone: 780–415–9312 Fax: 780–422–9682
Zone 6	Telephone: 780–427–5377 Fax: 780–422–9682

- The mailing address for most Alberta Education branches is:

  44 Capital Boulevard
  10044 – 108 Street NW
  Edmonton, Alberta
  T5J 5E6

- The following have individual mailing addresses, telephone numbers and fax numbers, as noted.

Field Services—Calgary Office
2620, AMEC Place
801 – 6 Avenue SW
Calgary, Alberta
T2P 3W2

Telephone: 780–415–9312 (Zone 5)
            780–427–5377 (Zone 6)
Fax: 403–297–3842

Learning Resources Centre
12360 – 142 Street NW
Edmonton, Alberta
T5L 4X9

Telephone: 780–427–2767 (press Option 1)
Fax: 780–422–9750

E-mail: lrccustserv@gov.ab.ca
Internet: www.lrc.education.gov.ab.ca

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Telephone: 780–674–5350
Fax: 780–674–6561

Internet: www.education.gov.ab.ca/ltb/

Materials Resource Centre (MRC—Unit of LRC providing
    Specialized Services)
12360 – 142 Street NW
Edmonton, Alberta
T5L 4X9

Telephone: 780–427–4681 (press Option 2)
Fax: 780–427–6683

E-mail: lrccustserv@gov.ab.ca
Internet: www.lrc.education.gov.ab.ca

International and Federal/Provincial Relations Branch
9th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

Telephone: 780–427–2035
Fax: 780–422–3014

Performance Measurement and Reporting
9th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

Telephone: 780–427–8217
Fax: 780–422–5255

School Finance Branch
8th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

Telephone: 780–427–2055
Fax: 780–427–2147

Other Contacts

ACCESS: The Education Station
Order Desk
3720 – 76 Avenue
Edmonton, Alberta
T6B 2N9

Telephone: 780–440–7729
            1–888–440–4640
Fax: 780–440–8899

- audio-visual resources
- inservice packages (videotape and print

Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Telephone: 780–674–5333
Fax: 780–674–7593

- Edmonton Office
  Main Floor, Harley Court
  10045 – 111 Street
  Edmonton, Alberta
  T5K 2M5

  Telephone: 780–427–2766
  Fax: 780–427–3850

- Calgary Office
  5921 – 3 Street SE
  Calgary, Alberta
  T2H 1K3

  Telephone: 403–290–0977
  Fax: 403–290–0978

Alberta Scholarship Programs
9th Floor, Sterling Place
9940 – 106 Street
Edmonton, Alberta
T5J 4R4

Telephone: 780–427–8640
Fax: 780–427–1288

Apprenticeship and Industry Training
10th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

Telephone: 780–427–8765
Fax: 780–422–7376

Internet: www.advancededucation.gov.ab.ca/appren/

Documents and Web Site Addresses Referenced in this *Guide*

Following are documents and Web sites referenced in this *Guide*:

Documents

- *Alternative Programs Handbook*
  www.education.gov.ab.ca/educationsystem/AltProgHandbook.pdf

- Career and Technology Studies
  www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/

- *Career and Technology Studies Manual for Administrators, Counsellors and Teachers*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/cts

- *Charter Schools Handbook*
  www.education.gov.ab.ca/educationsystem/charter_hndbk.pdf

- *The Common Curriculum Framework for Aboriginal Language and Culture Programs*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

- *The Common Curriculum Frameworks for International Languages*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

- Daily Physical Activity
  www.education.gov.ab.ca/ipr/DailyPhysAct.asp

- *Elementary English as a Second Language Guide to Implementation*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

- *First Nations, Métis and Inuit Education Policy Framework*
  www.education.gov.ab.ca/nativeed/nativepolicy

- *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/focusoninquiry.pdf

- *Freedom of Information and Protection of Privacy Regulation*
  www.qp.gov.ab.ca

- *Funding Manual for School Authorities*
  www.education.gov.ab.ca/funding/FundingManual/

- *General Information Bulletin: Achievement Testing Program*
  www.education.gov.ab.ca/k_12/testing/

- *General Information Bulletin: Diploma Examinations Program*
  www.education.gov.ab.ca/k_12/testing/

- Green Certificate Program
  www.education.gov.ab.ca/k_12/curriculum/bySubject/green/green.asp

- *Guide de l'éducation, Manuel de la maternelle à la 12ᵉ année*
  www.education.gov.ab.ca/french/m_12/information/Guide_ed/guide/guide.asp

- *Guide to Education: ECS to Grade 12*
  www.education.gov.ab.ca/educationguide/default.asp

- *Guide for Education Planning and Results Reporting*
  www.education.gov.ab.ca/department/planning/schoolguides/EducationPlanningandResultsReportingAprilFinal.pdf

- *Guidelines for Interpreting the Results of Achievement Tests*
  www.education.gov.ab.ca/k_12/testing/multipublic/ach/achguide_multi.htm

- Home Education Policy
  www.education.gov.ab.ca/educationguide/pol-plan/polregs/112.asp

- *Implementation Schedule for Programs of Study and Related Activities*
  www.education.gov.ab.ca/k_12/curriculum/other.asp

- *Information Manual for Knowledge and Employability Courses, Grades 8–12*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/iop/default.asp

- Information and Communication Technology (ICT)
  www.education.gov.ab.ca/k_12/curriculum/bySubject/ict

- *Information for Parents*
  www.education.gov.ab.ca/k_12/testing/

- *Information for Students*
  www.education.gov.ab.ca/k_12/testing/

- *K–12 Learning System Policy, Regulations and Forms Manual*
  www.education.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp

- *Kindergarten Program Statement*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/kinder.asp

- *Learning and Teaching Resources Policy*
  www.education.gov.ab.ca/educationguide/polplan/polregs/322.asp

- *Learning Resources Centre Resources Catalogue*
  www.lrc.education.gov.ab.ca

- *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses Policy*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/121.asp

- *Off-campus Education Guide for Administrators, Counsellors and Teachers*
  www.education.gov.ab.ca/k_12/curriculum/other.asp

- *Parent Guide to Provincial Achievement Testing for Grade 3*
  www.education.gov.ab.ca/k_12/testing/achievement/parentguides/GR3_ParentGuide_WEB.pdf

- *Parent Guide to Provincial Achievement Testing for Grade 6*
  www.education.gov.ab.ca/k_12/testing/achievement/parentguides/GR6_ParentGuide_WEB.pdf

- *Parent Guide to Provincial Achievement Testing for Grade 9*
  www.education.gov.ab.ca/k_12/testing/achievement/parentguides/GR9_ParentGuide_WEB.pdf

- Program of Studies: Elementary Schools
  www.education.gov.ab.ca/k_12/curriculum/bySubject

- Program of Studies: Junior High Schools
  www.education.gov.ab.ca/k_12/curriculum/bySubject

- Program of Studies: Senior High Schools
  www.education.gov.ab.ca/k_12/curriculum/bySubject

- *Registered Apprenticeship Program: Information Manual*
  www.education.gov.ab.ca/k_12/curriculum/other.asp

- *Safety in the Science Classroom*
  www.education.gov.ab.ca/k_12/curriculum/bySubject/science/default.asp

- *School Act*
  www.qp.gov.ab.ca

- *Standards for Special Education, Amended June 2004*
  www.education.gov.ab.ca/k_12/specialneeds

- *Student Learning—Career Information Booklet* and *Planners*
  www.education.gov.ab.ca/k_12/curriculum/other.asp

- *Teaching Profession Act*
  www.qp.gov.ab.ca

Other Web Sites

- Advanced Placement
  www.ap.ca

- Alberta Advanced Education
  www.advancededucation.gov.ab.ca

- Alberta Distance Learning Centre
  www.adlc.ca

- Alberta Education
  www.education.gov.ab.ca

- Alberta Initiative for School Improvement (AISI)
  www.education.gov.ab.ca/k_12/special/aisi

- Alberta Learning Information Services (ALIS)
  www.alis.gov.ab.ca

- Alberta Online Consortium
  www.albertaonline.ab.ca

- Alberta Regional Professional Development Consortia
  www.arpdc.ab.ca

- Alberta Scholarship Programs
  www.alis.gov.ab.ca/scholarships

- Apprenticeship and Industry Training
  www.tradesecrets.org

- Apprenticeship and Industry Training
  www.advancededucation.gov.ab.ca/appren

- Authorized Resources Database
  www.education.gov.ab.ca/lrdb

- Council of Ministers of Education, Canada (CMEC)
  www.cmec.ca

- International Baccalaureate Organization
  www.ibo.org

- LearnAlberta.ca
  www.learnalberta.ca

- Learning Resources Centre
  www.lrc.education.gov.ab.ca

- Learning Technologies Branch
  www.education.gov.ab.ca/ltb

- Material Resource Unit (MRU—Unit of the LRC providing Specialized Services)
  www.lrc.education.gov.ab.ca

- Provincial Testing
  www.education.gov.ab.ca/k_12/testing/

- Queen's Printer Bookstore
  www.qp.gov.ab.ca

- Rutherford Scholars
  www.alis.gov.ab.ca/scholarships

Appendix 1

Provincially Authorized Senior High School Courses, Course Codes and Course Names

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol ⌐ used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Prerequisite courses for Career and Technology Studies (CTS) are identified in the program of studies for each CTS strand.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses and programs of study.

Note: For courses and course codes approved after the printing of this *Guide*, check the online version of the *Guide to Education: ECS to Grade 12*. The newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
English Language Arts		
ELA1105 English Language Arts 10-1 ... (5)	ELA2105 English Language Arts 20-1 .. (5)	ELA3105 English Language Arts 30-1 .....(5)
ELA1104 English Language Arts 10-2 ... (5)	ELA2104 English Language Arts 20-2 ...(5)	ELA3104 English Language Arts 30-2 .....(5)
ESL1120 English as a Second Language 10–Level 1 .... no credits❶		
ESL1121 English as a Second Language 10–Level 2 ....(5) ❶		
ESL1122 English as a Second Language 10–Level 3 ....(5) ❶		
ESL1123 English as a Second Language 10–Level 4 ....(5) ❶		
ESL1125 English as a Second Language 10–Level 5 .... no credits❶		
Français		
FRA1301 Français 10 .... (5)	FRA2301 Français 20 ....(5)	FRA3301 Français 30............................(5)
FRA1314 Français 10-2 .... (5)	FRA2314 Français 20-2 ....(5)	FRA3314 Français 30-2 ....(5)

(continued)

❶ Proficiency level determines entry point.

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

Grade 10	Grade 11	Grade 12

SECOND LANGUAGES

Grade 10	Grade 11	Grade 12
BLC1369 Blackfoot Language and Culture 10 ...... (5)	BLC2369 Blackfoot Language and Culture 20 .... (5)	BLC3369 Blackfoot Language and Culture 30 .... (5)
CHI1094 Chinese Language and Culture 10-3Y ...... (5)	CHI2094 Chinese Language and Culture 20-3Y ...... (5)	CHI3094 Chinese Language and Culture 30-3Y ...... (5)
CHI1096 Chinese Language and Culture 10-6Y ...... (5)	CHI2096 Chinese Language and Culture 20-6Y ...... (5)	CHI3096 Chinese Language and Culture 30-6Y ...... (5)
CLC1361 Cree Language and Culture 10 ...... (5)	CLC2361 Cree Language and Culture 20 .... (5)	CLC3361 Cree Language and Culture 30 .... (5)
FSL1305 French 13❶ ...... (5)		
FSL1309 French 10 .... (5)	FSL2309 French 20 .... (5)	FSL3309 French 30 .... (5)
		FSL3306 French 31A .... (5)
		FSL3307 French 31B .... (5)
		FSL3308 French 31C .... (5)
FSL1099 French 10-9Y ...... (5)	FSL2099 French 20-9Y ...... (5)	FSL3099 French 30-9Y ...... (5)
GER1315 German Language and Culture 10-3Y ...... (5)	GER2315 German Language and Culture 20-3Y ...... (5)	GER3315 German Language and Culture 30-3Y ...... (5)
GER1047 German Language and Culture 10-6Y ...... (5)	GER2047 German Language and Culture 20-6Y ...... (5)	GER3047 German Language and Culture 30-6Y ...... (5)
		GER3317 German 31 .... (5)
ITA1322 Italian Language and Culture 10-3Y ...... (5)	ITA2322 Italian Language and Culture 20-3Y ...... (5)	ITA3322 Italian Language and Culture 30-3Y ...... (5)
ITA0012 Italian Language and Culture 10-6Y ...... (5)	ITA0022 Italian Language and Culture 20-6Y ...... (5)	ITA0032 Italian Language and Culture 30-6Y ...... (5)
JLC1097 Japanese Language and Culture 10-3Y ...... (5)	JLC2097 Japanese Language and Culture 20-3Y ...... (5)	JLC3097 Japanese Language and Culture 30-3Y ...... (5)
JLC1098 Japanese Language and Culture 10-6Y ...... (5)	JLC2098 Japanese Language and Culture 20-6Y ...... (5)	JLC3098 Japanese Language and Culture 30-6Y ...... (5)
LAT1325 Latin 10 ...... (5)	LAT2325 Latin 20 .... (5)	LAT3325 Latin 30 .... (5)
SPN1345 Spanish Language and Culture 10-3Y ...... (5)	SPN2345 Spanish Language and Culture 20-3Y ...... (5)	SPN3345 Spanish Language and Culture 30-3Y ...... (5)
SPN1349 Spanish Language and Culture 10-6Y ...... (5)	SPN2349 Spanish Language and Culture 20-6Y ...... (5)	SPN3349 Spanish Language and Culture 30-6Y ...... (5)
ULC1089 Ukrainian Language and Culture 10-3Y ...... (5)	ULC2089 Ukrainian Language and Culture 20-3Y ...... (5)	ULC3089 Ukrainian Language and Culture 30-3Y ...... (5)
ULC1091 Ukrainian Language and Culture 10-6Y ...... (5)	ULC2091 Ukrainian Language and Culture 20-6Y ...... (5)	ULC3091 Ukrainian Language and Culture 30-6Y ...... (5)

Immersion Programs

Grade 10	Grade 11	Grade 12
FLA1304 French Language Arts 10... (5)	FLA2304 French Language Arts 20 ....(5)	FLA3304 French Language Arts 30 ....(5)
FLA1132 French Language Arts 10-2 (5)	FLA2132 French Language Arts 20-2.(5)	FLA3132 French Language Arts 30-2....(5)
GLA1484 German Language Arts 10 . (5)	GLA2484 German Language Arts 20...(5)	GLA3484 German Language Arts 30 .....(5)
ULA1486 Ukrainian Language Arts 10(5)	ULA2486 Ukrainian Language Arts 20 (5)	ULA3486 Ukrainian Language Arts 30...(5)

MATHEMATICS

Grade 10	Grade 11	Grade 12
MAT1041 Mathematics Preparation 10❶ ...... (3) (5)		
MAT1037 Pure Mathematics 10 .... (5)	MAT2037 Pure Mathematics 20 ....(5)	MAT3037 Pure Mathematics 30 ....(5)
MAT1039 Pure Mathematics 10B .... (3)	MAT2039 Pure Mathematics 20B........(5)	
MAT1038 Applied Mathematics 10..... (5)	MAT2038 Applied Mathematics 20 ......(5)	MAT3038 Applied Mathematics 30.........(5)
MAT1040 Applied Mathematics 10B .. (3)	MAT2040 Applied Mathematics 20B ...(5)	
		MAT3211 Mathematics 31❷ ....(5)
MAT1225 Mathematics 14 .... (5)	MAT2225 Mathematics 24...................(5)	

SCIENCE

Grade 10	Grade 11	Grade 12
	SCN2231 Biology 20 ....(5)	SCN3230 Biology 30............................(5)
SCN1270 Science 10 .... (5)	SCN2242 Chemistry 20 ....(5)	SCN3240 Chemistry 30........................(5)
	SCN2261 Physics 20...........................(5)	SCN3260 Physics 30 ....(5)
	SCN2270 Science 20 ....(5)	SCN3270 Science 30 ....(5)
SCN1288 Science 14 .... (5)	SCN2288 Science 24 ....(5)	

❶ The course challenge and waiver of prerequisite provisions do not apply.

❷ Pure Mathematics 30 is the corequisite for Mathematics 31.

(continued)

Grade 10	Grade 11	Grade 12
SOCIAL STUDIES		
SST1150 Social Studies 10 .... (5)	SST2150 Social Studies 20 ....(5)	SST3150 Social Studies 30 ....(5)
SST1151 Social Studies 13 .... (5)	SST2151 Social Studies 23 ....(5)	SST3151 Social Studies 33 ....(5)
CAREER AND LIFE MANAGEMENT (CALM)		
	PED0770 Career and Life Management ....(3)	
PHYSICAL EDUCATION		
PED1445 Physical Education 10❶ ....(3) (4) (5)	PED2445 Physical Education 20.............(3) (4) (5)	PED3445 Physical Education 30 ....(3) (4) (5)
FINE ARTS		
FNA1400 Art 10 ....(3) (4) (5)	FNA2400 Art 20 ....(3) (4) (5)	FNA3400 Art 30 ....(5)
FNA1405 Art 11 .... (3) (4) (5)	FNA2405 Art 21 ....(3) (4) (5)	FNA3405 Art 31 ....(5)
FNA1410 Drama 10 ....(3) (5)	FNA2410 Drama 20 ....(3) (5)	FNA3410 Drama 30 ....(5)
FNA1420 Choral Music 10 ....(3) (5)	FNA2420 Choral Music 20 ....(3) (5)	FNA3420 Choral Music 30 ....(5)
FNA1424 General Music 10...........(3) (5)	FNA2424 General Music 20...........(3) (5)	FNA3424 General Music 30 ....(3) (5)
FNA1425 Instrumental Music 10....(3) (5)	FNA2425 Instrumental Music 20....(3) (5)	FNA3425 Instrumental Music 30 ....(5)
SOCIAL SCIENCES		
	SSN2155 Political Thinking 20 ....(3)	
	SSN2156 Comparative Government 20 ....(3)	
	SSN2160 Religious Ethics 20 ....(3)	
	SSN2161 Religious Meanings 20........(3)	
	SSN2166 Local and Canadian Geography 20 ....(3)	
	SSN2171 Personal Psychology 20......(3)	
	SSN2172 General Psychology 20 ......(3)	
	SSN2176 General Sociology 20..........(3)	
	SSN2177 Sociological Institutions 20......................(3)	
	SSN2181 Origins of Western Philosophy 20 ....(3)	
	SSN2182 Contemporary Western Philosophy 20 ....(3)	
	SSN2185 Western Canadian History 20......................(3)	
	SSN2186 Canadian History 20............(3)	
	SSN2187 Economics for Consumers 20....................(3)	
		SSN3156 International Politics 30 ....(3)
		SSN3161 World Religions 30.................(3)
		SSN3166 World Geography 30 ....(3)
		SSN3171 Experimental Psychology 30.......................(3)
		SSN3175 Cultural and Physical Anthropology 30 ....(3)
		SSN3176 Applied Sociology 30.............(3)
		SSN3182 Philosophies of Man 30................................(3)
		SSN3183 Microeconomics 30 ....(3)
		SSN3185 Western World History 30 ......(3)
		SSN3194 Macroeconomics 30 ....(3)

(continued)

❶ The waiver of prerequisite provision does not apply to Physical Education 10.

Grade 10	Grade 11	Grade 12
ABORIGINAL STUDIES		
SSN1154 Aboriginal Studies 10 .... (3) (5)	SSN2154 Aboriginal Studies 20.... (3) (5)	SSN3154 Aboriginal Studies 30 ...... (3) (5)
OTHER INSTRUCTION		
OTH1910 Career Internship 10 ...... (3) (4) (5)		
OTH1998 Work Experience 15❶	OTH2998 Work Experience 25❶	OTH3998 Work Experience 35❶
OTH1999 Special Projects 10❷	OTH2999 Special Projects 20❷	OTH3999 Special Projects 30❷

Green Certificate Courses❸

Green Certificate courses are not sequential. They may be taken in any order. Each Green Certificate course is coded as a 33-level course and all credits earned in Green Certificate courses count toward Grade 12 graduation requirements.

Cow–Calf Beef Production★
OTH9900 Cattle Care and Production 33 .... (6)	OTH9901 Calving and Herd Health 33 ....(5)	OTH9902 Beef Support Systems 33 ......(5)

Dairy Production
| OTH9903 Animal Husbandry and Health 33 .... (6) | OTH9904 Dairy Operations 33 ....(5) | OTH9905 Dairy Equipment Operation and Service 33 ....(5) |

Feedlot Beef Production
| OTH9906 Handling Feedlot Cattle 33 .... (6) | OTH9907 Feedlot Cattle Care and Feeding 33 ....(5) | OTH9908 Feedlot Support Systems 33 ....(5) |

Field Crop Production
| OTH9909 Field Crop Care 33 .... (6) | OTH9910 Land Preparation and Planting 33 ....(5) | OTH9911 Harvesting Operations 33 ......(5) |

Irrigated Field Crop Production
| OTH9912 Irrigation Processes and Practices 33 .... (6) | OTH9913 Field and Crop Preparation 33 ....(5) | OTH9914 Field Crop and Forage Harvesting 33 ....(5) |

Sheep Production
| OTH9915 Sheep Production and Health 33 .... (6) | OTH9916 Sheep Farm Operations and Equipment 33 ....(5) | OTH9917 Sheep Handling and Facilities 33 ....(5) |

Swine Production
| OTH9918 Swine Behaviour and Production 33 .... (6) | OTH9919 Swine Handling and Welfare 33 ....(5) | OTH9920 Swine Health and Operations 33 ....(5) |

Bee Keeper Production
| OTH9921 Bee Operation Preparation and Planning 33.................. (6) | OTH9922 Bee Operation Production and Practices 33 ....(5) | OTH9923 Bee Operation Support Systems 33 ....(5) |

❶ Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The course challenge and waiver of prerequisite provisions do not apply to work experience courses.

❷ Each course, at each level, may be offered for 1, 2, 3, 4 or 5 credits. The course challenge and waiver of prerequisite provisions do not apply to special projects courses.

❸ There is significant content overlap between Field Crop Production courses and Irrigated Field Crop Production courses. Students can, therefore, earn credits in either:
- Land Preparation and Planting 33 **OR** Field and Crop Preparation 33
- Harvesting Operations 33 **OR** Field Crop and Forage Harvesting 33.

Grade 10	Grade 11	Grade 12

Knowledge and Employability

Academics

Grade 10	Grade 11	Grade 12
IOP1159 Social Studies 16 ....(5) ❶	IOP2159 Social Studies 26 ....(5) ❶	
KAE1780 English 10-4 ....(5)	KAE2780 English 20-4.........................(5)	KAE3780 English 30-4 ....(5)
KAE1782 Mathematics 10-4 ....(5)	KAE2782 Mathematics 20-4.................(5)	
KAE1783 Science 10-4........................(5)	KAE2783 Science 20-4.........................(5)	
KAE1784 Français 10-4.......................(5)	KAE2784 Français 20-4........................(5)	KAE3784 Français 30-4 ....(5)

Occupations

a) Art/Design and Communication

Grade 10	Grade 11	Grade 12
KAE1570 Art/Design 10-4 ....(5)	KAE2570 Art/Design 20-4 ....(5)	KAE3570 Art/Design 30-4 ....(5)
KAE1571 Art/Media Communications 10-4 ....(5)	KAE2571 Art/Media Communications 20-4 ....(5)	KAE3571 Art/Media Communications 30-4 ....(5)

b) Auto Mechanics

Grade 10	Grade 11	Grade 12
KAE1572 Auto Mechanics 10-4 ....(5)	KAE2572 Auto Mechanics20-4 ....(5)	KAE3572 Auto Mechanics 30-4 ....(5)
	KAE2573 Auto Services 20-4...............(5)	KAE3573 Auto Services 30-4 ....(5)

c) Business Services

Grade 10	Grade 11	Grade 12
KAE1574 Business Services 10-4 ....(5)	KAE2574 Logistics 20-4........................(5)	KAE3574 Logistics 30-4 ....(5)
	KAE2575 Office Services 20-4..............(5)	KAE3575 Office Services 30-4 ....(5)
	KAE2576 Sales and Service 20-4 ....(5)	KAE3576 Sales and Service 30-4 .....(5)

d) Construction: Building

Grade 10	Grade 11	Grade 12
KAE1577 Construction: Building 10-4 ....(5)	KAE2577 Woodworking and Cabinetry 20-4.....................(5)	KAE3577 Woodworking and Cabinetry 30-4...................(5)
	KAE2578 Wood Frame Construction 20-4.................(5)	KAE3578 Wood Frame Construction 30-4...............(5)

e) Construction: Metal Fabrication

Grade 10	Grade 11	Grade 12
KAE1579 Construction: Metal Fabrication 10-4 ....(5)	KAE2579 Construction Systems 20-4.....................(5)	KAE3579 Construction Systems 30-4.....................(5)
	KAE2580 Metal Fabrication 20-4..........(5)	KAE3580 Metal Fabrication 30-4 ....(5)

f) Cosmetology

Grade 10	Grade 11	Grade 12
KAE1581 Cosmetology 10-4 ....(5)	KAE2581 Cosmetology 20-4.................(5)	KAE3581 Cosmetology 30-4 ....(5)
	KAE2582 Esthetics 20-4.......................(5)	KAE3582 Esthetics 30-4 ....(5)

g) Foods

Grade 10	Grade 11	Grade 12
KAE1585 Foods 10-4 ....(5)	KAE2585 Commercial Cooking 20-4....(5)	KAE3585 Commercial Cooking 30-4 .(5)
	KAE2586 Food Preparation and Service 20-4.........................(5)	KAE3586 Food Preparation and Service 30-4........................(5)

h) Horticulture

Grade 10	Grade 11	Grade 12
KAE1587 Horticulture 10-4 (5)	KAE2587 Greenhouse and Nursery 20-4 ....(5)	KAE3587 Greenhouse and Nursery 30-4 ....(5)
	KAE2588 Landscaping 20-4 ....(5)	KAE3588 Landscaping and Maintenance 30-4 ....(5)

i) Human Care

Grade 10	Grade 11	Grade 12
KAE1589 Human Care 10-4 ....(5)	KAE2589 Child Care 20-4 ....(5)	KAE3589 Child Care 30-4 ....(5)
	KAE2590 Home Care 20-4.....................(5)	KAE3590 Home Care 30-4 ....(5)

j) Workplace Readiness

Grade 10	Grade 11	Grade 12
KAE1594 Workplace Readiness 10-4 . (5)	KAE2594 Workplace Practicum 20-4A. (5) ❷	KAE3594 Workplace Practicum 30-4A (5) ❷
	KAE2595 Workplace Practicum 20-4B. (5) ❷	KAE3595 Workplace Practicum 30-4B (5) ❷
	KAE2596 Workplace Practicum 20-4C (5) ❷	KAE3596 Workplace Practicum 30-4C (5) ❷
	KAE2597 Workplace Practicum 20-4D (5) ❷	KAE3597 Workplace Practicum 30-4D (5) ❷

(continued)

❶ Knowledge and Employability Social Studies 10-4 and 20-4 will be following the mainstream implementation schedule.
Knowledge and Employability Social Studies 10-4 will be implemented in September 2007/2008 and Social Studies 20-4 will be implemented in September 2008/2009.
Until the Social Studies implementation years, IOP Social Studies 16 and 26 will remain in effect, but the credit allocation will be changed from 3 credits to 5 credits.

❷ Students may take more than one Practicum course at the 20–30 levels depending on the number of completed prerequisite occupational courses.

Grade 10	Grade 11	Grade 12

INTEGRATED OCCUPATIONAL PROGRAM

Occupational Component

a) Agribusiness

Grade 10	Grade 11	Grade 12
IOP1801 Agricultural Production 16 .... (5)	IOP2801 Agricultural Production 26 ....(10) IOP2802 Agricultural Mechanics 26 ....(10) IOP2915 Horticultural Services 26 ....(10)	IOP3801 Agricultural Production 36 ....(10) IOP3802 Agricultural Mechanics 36 ....(10) IOP3915 Horticultural Services 36 ....(10)

b) Business and Office Operations

Grade 10	Grade 11	Grade 12
	IOP2546 Business Services 26 ....(10) IOP2547 Office Services 26 ....(10)	IOP3546 Business Services 36 ....(10) IOP3547 Office Services 36 ....(10)

c) Construction and Fabrication

Grade 10	Grade 11	Grade 12
	IOP2847 Building Services 26 ....(10) IOP2851 Construction Services 26 ....(10)	IOP3847 Building Services 36..........(10) IOP3851 Construction Services 36 ....(10)

d) Creative Arts

Grade 10	Grade 11	Grade 12
	IOP2407 Crafts and Arts 26...............(10) IOP2408 Technical Arts 26................(10)	IOP3407 Crafts and Arts 36 ....(10) IOP3408 Technical Arts 36 ....(10)

e) Natural Resources

Grade 10	Grade 11	Grade 12
IOP1941 Natural Resource Services 16 .... (5)	IOP2941 Natural Resource Services 26 ....(10)	IOP3941 Natural Resource Services 36 ....(10)

f) Personal and Public Services

Grade 10	Grade 11	Grade 12
IOP1877 Fashion and Fabric Services 16 .... (5)	IOP2602 Child and Health Care 26 ....(10) IOP2603 Esthetology 26.....................(10) IOP2831 Hair Care 26 ....(10) IOP2877 Fashion and Fabric Services 26 ....(10)	IOP3602 Child and Health Care 36 ....(10) IOP3603 Esthetology 36 ....(10) IOP3831 Hair Care 36.......................(10) IOP3877 Fashion and Fabric Services 36 ....(10)

g) Tourism and Hospitality

Grade 10	Grade 11	Grade 12
	IOP2632 Commercial Food Preparation 26 ....(10) IOP2633 Food Services 26 ....(10) IOP2634 Maintenance and Hospitality Services 26 ....(10)	IOP3632 Commercial Food Preparation 36 ....(10) IOP3633 Food Services 36 ....(10) IOP3634 Maintenance and Hospitality Services 36 ....(10)

h) Transportation

Grade 10	Grade 11	Grade 12
	IOP2747 Automotive Services 26 .....(10) IOP2748 Service Station Services 26 ....(10) IOP2749 Warehouse Services 26.....(10)	IOP3747 Automotive Services 36....(10) IOP3748 Service Station Services 36 ....(10) IOP3749 Warehouse Services 36 ..(10)

(continued)

Provincially Authorized Senior High School Courses, Course Codes and Course Names

CAREER AND TECHNOLOGY STUDIES ★

Agriculture [Each course is worth 1 credit.] ❶ ❷

AGR1010	Agriculture: The Big Picture	AGR2120	Soils Management 1 (Soil Properties/Classification)
AGR1030	Production Basics	AGR2130	Integrated Pest Management
AGR1060	Consumer Products & Services	AGR2140	Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR1070	Basic Landscape/Turf Care	AGR3010	Issues in Agriculture
AGR1080	Basic Floral Design	AGR3030	Field Crops 2 (Management Techniques)
AGR1090	Market Fundamentals	AGR3040	Livestock/Poultry 2 (Management Techniques)
AGR1100	Agriculture Technology	AGR3050	Agrifoods 2 (Standards & Regulation)
AGR1110	Resource Management	AGR3060	Landscape/Turf Management 2 (Installation & Repair)
AGR2020	Animal Husbandry/Welfare	AGR3070	Equine 2 (Management Techniques)
AGR2030	Field Crops 1 (Materials & Processes)	AGR3080	Floral Design 2 (Creative Design & Display)
AGR2040	Livestock/Poultry 1 (Materials & Processes)	AGR3090	Marketing 2 (Closed Marketing Structures)
AGR2050	Agrifoods 1 (Materials & Processes)	AGR3100	Biotechnology
AGR2060	Landscape/Turf Management 1 (Maintenance Practices)	AGR3110	Water Management
AGR2070	Equine 1 (Materials & Processes)	AGR3120	Soils Management 2 (Soil Testing & Amending)
AGR2080	Floral Design 1 (Projects for All Occasions)	AGR3130	Sustainable Agriculture Systems
AGR2090	Marketing 1 (Open Marketing Structures)	AGR3140	Nursery/Greenhouse Crops 2 (Management Techniques)
AGR2100	Protected Structures		

Career Transitions [Each course is worth 1 credit.] ❶ ❷

CTR1010	Job Preparation	CTR3010	Preparing for Change
CTR1030	Client Service 1	CTR3030	Leading for Change
CTR1110	Project 1A	CTR3040	Practicum A
CTR1120	Project 1B	CTR3050	Practicum B
CTR1210	Personal Safety (Management)	CTR3060	Practicum C
CTR2010	Job Maintenance	CTR3070	Practicum D
CTR2030	Governance & Leadership	CTR3080	Practicum E
CTR2040	Client Service 2	CTR3090	Client Service 3
CTR2110	Project 2A	CTR3110	Project 3A
CTR2120	Project 2B	CTR3120	Project 3B
CTR2130	Project 2C	CTR3130	Project 3C
CTR2140	Project 2D	CTR3140	Project 3D
CTR2150	Project 2E	CTR3150	Project 3E
CTR2210	Workplace Safety (Practices)	CTR3210	Safety Management Systems
CTR2310	Career Directions—Expansion	CTR3310	Career Directions—Transitions

❶ Prerequisite courses are identified in the program of studies for each CTS strand.

❷ The prerequisite provision does not apply to CTS courses, except in one instance (see Exceptions under the Waiver of Prerequisites and Credits for Waived Prerequisite Courses section).

★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

CAREER AND TECHNOLOGY STUDIES★(continued)

Communication Technology [Each course is worth 1 credit.] ❶ ❷

COM1020	Media & You	COM2120	Digital Design 2
COM1030	Photography 1	COM2130	Special Effects Photography
COM1050	Printing 1	COM2210	Digital Imaging 2
COM1060	Audio/Video Production 1	COM3020	Media Design & Analysis 2
COM1070	Animation 1	COM3030	Script Writing 2
COM1080	Digital Design 1	COM3040	Photography 3
COM1210	Digital Imaging 1	COM3050	Photojournalism
COM2020	Media Design & Analysis 1	COM3060	Photographic Techniques 2
COM2030	Script Writing 1	COM3070	Colour Photography
COM2040	Photography 2	COM3080	Printing Techniques 2
COM2050	Photographic Communication	COM3090	Printing Applications 2
COM2060	Photographic Techniques 1	COM3100	Audio 3
COM2070	Printing Techniques 1	COM3110	Video 3
COM2080	Printing Applications 1	COM3120	Animation 3
COM2090	Audio/Video 1	COM3130	Digital Design 3
COM2100	Audio/Video 2	COM3210	Digital Imaging 3
COM2110	Animation 2		

Community Health [Each course is worth 1 credit.] ❶ ❷

CMH1010	Family Dynamics	CMH3010	Family Issues
CMH1040	Caring for Children	CMH3020	Parenting
CMH1050	Child Development	CMH3030	Aging
CMH1060	Home Care 1	CMH3040	Prenatal & Postnatal Care
CMH1080	Perspectives on Health	CMH3050	Day Care 2
CMH2010	Adolescent Health Issues	CMH3060	Home Care 3 (Special Conditions)
CMH2030	Community Volunteerism	CMH3070	Challenged Individuals
CMH2050	Day Care 1	CMH3080	Digestive System
CMH2060	Home Care 2 (Personal Care Services)	CMH3090	Nervous/Endocrine Systems
CMH2070	Sensory Challenges	CMH3100	Mental Health
CMH2080	Respiratory System	CMH3110	Advances in Medical Technology
CMH2090	Circulatory System	CMH3120	First Aid/CPR for Children
CMH2100	Musculoskeletal System	CMH3130	Sports First Aid 2
CMH2110	Complementary Therapies	CMH3140	Perspectives on Marriage
CMH2120	First Aid/CPR	CTR1210	Personal Safety (Management)
CMH2130	Sports First Aid 1		

❶ Prerequisite courses are identified in the program of studies for each CTS strand.

❷ The prerequisite provision does not apply to CTS courses, except in one instance (see Exceptions under the Waiver of Prerequisites and Credits for Waived Prerequisite Courses section).

★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

Construction Technologies [Each course is worth 1 credit.] ❶ ❷

CON1010	Basic Tools & Materials	CON2180	Wood Forming
CON1070	Building Construction	CON2190	Manufacturing Systems
CON1120	Project Management	CON2200	Product Development
CON1130	Solid Stock Construction	CON3010	Concrete Work (Structures & Finishes)
CON1140	Turning Operations	CON3020	Masonry Work (Structures & Finishes)
CON1160	Manufactured Materials	CON3030	Wall & Ceiling Finishing
CON1180	Mold Making & Casting	CON3040	Stair Construction
CON2010	Site Preparation	CON3050	Roof Structures 2 (Framing & Covering)
CON2020	Concrete Forming	CON3060	Doors & Trim
CON2030	Alternative Foundations	CON3070	Floorcovering
CON2040	Framing Systems 1 (Floor & Wall)	CON3080	Energy-efficient Housing
CON2050	Roof Structures 1 (Framing & Finishing)	CON3090	Renovations/Restorations
CON2060	Exterior Finishing (Door, Window & Siding)	CON3100	Commercial Structures
CON2070	Electrical Systems	CON3110	Site Management
CON2080	Plumbing Systems	CON3120	Tool Maintenance
CON2090	Climate Control Systems	CON3130	Furniture Making 3 (Leg & Rail)
CON2100	Agri-structures	CON3140	Furniture Making 4 (Surface Enhancement)
CON2120	Multiple Materials	CON3150	Furniture Repair
CON2130	Furniture Making 1 (Box Construction)	CON3160	Cabinetmaking 3 (Cabinets/Countertops)
CON2140	Furniture Making 2 (Frame & Panel)	CON3170	Cabinetmaking 4 (Layout & Installation)
CON2150	Finishing & Refinishing	CON3190	Production Planning
CON2160	Cabinetmaking 1 (Web & Face Frame)	CON3200	Production Management
CON2170	Cabinetmaking 2 (Door & Drawer)	CON3210	Framing Systems 2 (Floor, Wall & Ceiling)

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CAREER AND TECHNOLOGY STUDIES ★ (continued)

Cosmetology Studies [Each course is worth 1 credit.] ❶ ❷

COS1010	Personal Images			
COS1020	Hair Graphics 1	COS3010	Professional Practices
COS1030	Hair & Scalp Care 1	COS3020	Long Hair Graphics
COS1040	Forming & Finishing 1	COS3030	Hair & Scalp Care 3
COS1050	Permanent Waving 1 (The Physical Process)	COS3040	Hair & Scalp Care 4 (Client Services)
COS1060	Skin Care 1 (Basic Practices)	COS3050	Haircutting 2
COS1070	Manicuring 1	COS3060	Haircutting 3 (Client Services)
COS1080	Theatrical Makeup 1 (Basic Principles)	COS3070	Hair Care & Cutting 2 (Client Services)
COS2010	Hair Graphics 2	COS3080	Permanent Waving 5 (Designer)
COS2020	Hair & Scalp Care 2	COS3090	Relax/Straighten Hair
COS2030	Forming & Finishing 2	COS3100	Wave, Relax & Straighten Hair (Client Services)
COS2040	Haircutting 1	COS3110	Colouring 2 (Permanent)
COS2050	Hair Care & Cutting 1 (Client Services)	COS3120	Colour Removal 2
COS2060	Permanent Waving 2 (Cold Waving)	COS3130	Colouring & Removal 2 (Client Services)
COS2070	Permanent Waving 3 (Heat-assisted)	COS3140	Body Therapy
COS2080	Permanent Waving 4 (Client Services)	COS3150	Hair Removal
COS2090	Colouring 1	COS3160	Skin Care 3 (Client Services)
COS2100	Colour Removal 1	COS3170	Male Facial Grooming 1
COS2110	Colouring & Removal 1 (Client Services)	COS3180	Male Facial Grooming 2 (Client Services)
COS2120	Facials & Makeup 1	COS3190	Nail Technology
COS2130	Facials & Makeup 2 (Client Services)	COS3200	Pedicuring
COS2140	Skin Care 2 (Client Services)	COS3210	Nail Care (Client Services)
COS2150	Manicuring 2	COS3220	Wigs & Toupees
COS2160	Nail Art	COS3230	Hair Goods (Client Services)
COS2170	Manicuring 3 (Client Services)	COS3240	Theatrical Makeup 3 (Changing Images)
COS2180	Hairpieces & Extensions	COS3250	Theatrical Makeup 4 (Client Services)
COS2190	Theatrical Makeup 2 (Planning the Images)	COS3260	Facial & Body Adornment
COS2200	Historical Cosmetology	COS3270	Creative Cosmetology
COS2210	Sales & Service 1 (Principles & Practices)	COS3280	Sales & Service 2 (Effectiveness)
		COS3290	Competition Cosmetology

Design Studies [Each course is worth 1 credit.] ❶ ❷

DES1010	Sketch, Draw & Model	DES3050	3-D Design Studio 2
DES1020	The Design Process	DES3060	3-D Design Studio 3
DES1030	2-D Design Fundamentals	DES3070	Living Environment Studio 1
DES1040	3-D Design Fundamentals	DES3080	Living Environment Studio 2
DES1050	CAD Fundamentals (Computer-aided Design)	DES3090	Living Environment Studio 3
DES1060	Drafting/Design Fundamentals	DES3100	CAD Modelling Studio (Computer-aided Design)
DES2010	2-D Design Applications	DES3110	Drafting/Design Studio 1
DES2020	3-D Design Applications	DES3120	Drafting/Design Studio 2
DES2030	CAD Applications (Computer-aided Design)	DES3130	Drafting/Design Studio 3
DES2040	Drafting/Design Applications	DES3140	Technical Drawing Studio 1
DES2050	Technical Drawing Applications	DES3150	Technical Drawing Studio 2
DES2060	The Evolution of Design	DES3160	Technical Drawing Studio 3
DES3010	2-D Design Studio 1	DES3170	Visualizing the Future
DES3020	2-D Design Studio 2	DES3180	The Design Profession
DES3030	2-D Design Studio 3	DES3190	Portfolio Presentation
DES3040	3-D Design Studio 1		

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CAREER AND TECHNOLOGY STUDIES ★ (continued)

Electro-Technologies [Each course is worth 1 credit.] ❶ ❷

ELT1010	Electro-assembly 1	ELT2320	Network Media & Devices
ELT1030	Conversion & Distribution	ELT2330	OSI Model (Open System Interconnection)
ELT1050	Electronic Power Supply 1	ELT2340	Network Protocols
ELT1060	Digital Technology 1	ELT2350	Local Area Networks
ELT1080	Control Systems 1	ELT3010	Electro-assembly 3
ELT1090	Analog Communication 1	ELT3020	Electronic Servicing
ELT1100	Electronic Communication	ELT3030	Power Systems & Services
ELT1110	Security Systems 1	ELT3040	Generation/Transformation
ELT1130	Robotics 1	ELT3060	Digital Technology 3
ELT2010	Electro-assembly 2	ELT3070	Digital Applications
ELT2020	Electrical Servicing	ELT3080	Microprocessors
ELT2030	Branch Circuit Wiring	ELT3090	Microprocessor Interface
ELT2050	Electronic Power Supply 2	ELT3100	Analog Communication 3
ELT2060	Digital Technology 2	ELT3110	Amplifiers
ELT2070	Computer Technology	ELT3130	Data/Telemetry Systems
ELT2080	Control Systems 2	ELT3140	Motors
ELT2090	Analog Communication 2	ELT3150	Robotics 3
ELT2100	Radio Communication	ELT3160	Control Applications
ELT2110	Security Systems 2	ELT3310	Network Operating Systems
ELT2120	Electro-optics	ELT3320	Routing Fundamentals
ELT2130	Magnetic Control Devices	ELT3330	Wide Area Networks
ELT2140	Robotics 2	ELT3340	Internet Processes
ELT2150	Electronic Controls	ELT3350	Network Management
ELT2310	Network Structures		

Energy and Mines [Each course is worth 1 credit.] ❶ ❷

ENM1010	Overview of Alberta Geology	ENM2080	Supply & Distribution
ENM1020	Nonrenewable Resources	ENM2090	Energy Designs/Systems 1 (Basic Principles)
ENM1050	Renewable Resources	ENM2100	Environmental Safety
ENM1060	Consumer Products & Services	ENM3010	Energy & the Environment
ENM1090	Fundamentals of Recycling	ENM3020	Conventional Oil/Gas 2 (Recovery & Production)
ENM1100	Conservation Challenge	ENM3030	Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM2010	Managing Alberta's Resources	ENM3040	Metals/Nonmetals 2 (Recovery & Production)
ENM2020	Conventional Oil/Gas 1 (Resource Exploration)	ENM3050	Sustainable Energy (The Power & Potential)
ENM2030	Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)	ENM3060	Petrochemicals
ENM2040	Metals/Nonmetals 1 (Resource Exploration)	ENM3070	Industrial Materials (Primary Manufacturing)
ENM2050	Renewable Energy Technology	ENM3080	Market Basics & Trends
ENM2060	Refining Hydrocarbons	ENM3090	Energy Designs/Systems 2 (Practical Applications)
ENM2070	Refining Rocks & Minerals	ENM3100	Integrated Resource Management (Balancing Needs)

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CAREER AND TECHNOLOGY STUDIES★(continued)

Enterprise and Innovation [Each course is worth 1 credit.] ❶ ❷

ENT1010	Challenge & Opportunity	ENT2030	Marketing the Venture
ENT1020	Planning a Venture	ENT2040	Implementing the Venture
ENT2010	Analyzing Ventures	ENT3010	Managing the Venture
ENT2020	Financing Ventures	ENT3020	Expanding the Venture

Fabrication Studies [Each course is worth 1 credit.] ❶ ❷

FAB1010	Fabrication Tools & Materials	FAB2140	Precision Milling 1
FAB1040	Oxyacetylene Welding	FAB2150	CNC Turning (Computer Numerical Control)
FAB1048	Semi-automated/Automated Welding	FAB2160	Custom Fabrication
FAB1050	Basic Electric Welding	FAB2170	Pipe Fitting
FAB1090	Sheet Fabrication 1 (Hand Processes)	FAB3010	Materials Testing
FAB1100	Fabrication Principles	FAB3020	Metallurgy Fundamentals
FAB1110	Bar & Tubular Fabrication	FAB3030	Gas Tungsten Arc Welding
FAB1120	Foundry 1 (One-piece Pattern)	FAB3040	Specialized Welding
FAB1130	Principles of Machining	FAB3048	Flux Core Arc Welding 2
FAB1160	Production Systems	FAB3050	Arc Welding 3
FAB2010	Structural Engineering	FAB3060	Arc Welding 4
FAB2020	Print Reading	FAB3070	Pipe & Tubular Welding
FAB2030	Oxyfuel Welding	FAB3080	Automated Welding
FAB2040	Thermal Cutting	FAB3090	Sheet Fabrication 4 (Radial Line)
FAB2048	Flux Core Arc Welding 1	FAB3110	Sheet Fabrication 5 (Duct Components)
FAB2050	Arc Welding 1	FAB3120	Foundry 3 (Core Molding)
FAB2060	Arc Welding 2	FAB3130	Precision Turning 2
FAB2070	Gas Metal Arc Welding 1	FAB3140	Precision Milling 2
FAB2090	Sheet Fabrication 2 (Machine Processes)	FAB3150	CNC Milling (Computer Numerical Control)
FAB2100	Sheet Fabrication 3 (Parallel Line)	FAB3160	Prefabrication Principles
FAB2110	Forging Fundamentals	FAB3170	Gas Metal Arc Welding 2
FAB2120	Foundry 2 (Split Pattern)		
FAB2130	Precision Turning 1		

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CAREER AND TECHNOLOGY STUDIES ★(continued)

Fashion Studies [Each course is worth 1 credit.] ❶ ❷

FAS1030	Ready, Set, Sew!		
FAS1040	Fashion Basics	FAS2110	Creating Home Decor
FAS1050	Repair & Recycle	FAS2120	Surface Embellishment
FAS1060	Creating Accessories 1	FAS2140	Fashion Merchandising
FAS1070	Creative Yarns/Textiles	FAS2150	Upholstery
FAS2010	Fashion Dynamics	FAS2160	Creating Accessories 2
FAS2020	Fashion Illustration 1	FAS3010	Fashion Illustration 2
FAS2030	CAD Patterns 1 (Computer-aided Design)	FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS2040	Evolution of Fashion	FAS3030	Pattern Drafting 2
FAS2050	Flat Pattern	FAS3040	Contemporary Tailoring
FAS2060	Pattern Drafting 1	FAS3060	Couture
FAS2070	Creative Construction	FAS3070	Creators of Fashion
FAS2080	Activewear	FAS3080	Cultural Fashions
FAS2090	Specialty Fabrics 1	FAS3090	Specialty Fabrics 2
FAS2100	Sewing for Others	FAS3140	Fashion Retailing

Financial Management [Each course is worth 1 credit.] ❶ ❷

FIN1010	Financial Information	FIN3010	Advanced Accounting
FIN1020	Service Business 1	FIN3020	Management Accounting
FIN1030	Service Business 2	FIN3030	Business Organizations
FIN2010	Taxation (Personal & Small Business)	FIN3040	Financial Statements
FIN2020	Merchandising Business 1	FIN3060	Financial Analysis
FIN2030	Merchandising Business 2	FIN3070	Financial Planning
FIN2040	Financial Software	FIN3080	Personal Investment Planning 1
FIN2050	Financial Simulation	FIN3090	Personal Investment Planning 2

Foods [Each course is worth 1 credit.] ❶ ❷

FOD1010	Food Basics	FOD2130	Vegetarian Cuisine
FOD1020	Baking Basics	FOD2140	Rush Hour Cuisine
FOD1030	Snacks & Appetizers	FOD2150	Food Safety & Sanitation
FOD1040	Meal Planning 1	FOD2160	Food Venture
FOD1050	Fast & Convenience Foods	FOD2170	International Cuisine 1
FOD1060	Canadian Heritage Foods	FOD3010	Food for the Life Cycle
FOD2010	Food & Nutrition Basics	FOD3020	Nutrition & Digestion
FOD2020	Nutrition & the Athlete	FOD3030	Creative Baking
FOD2030	Food Decisions & Health	FOD3040	Advanced Yeast Products
FOD2040	Cake & Pastry	FOD3050	Advanced Soups & Sauces
FOD2050	Yeast Breads & Rolls	FOD3060	Food Presentation
FOD2060	Milk Products & Eggs	FOD3070	Short Order Cooking
FOD2070	Stocks, Soups & Sauces	FOD3080	Advanced Meat Cookery
FOD2080	Vegetables/Fruits/Grains	FOD3090	Basic Meat Cutting
FOD2090	Creative Cold Foods	FOD3100	Entertaining with Food
FOD2100	Basic Meat Cookery	FOD3110	Food Processing
FOD2110	Fish & Poultry	FOD3120	Food Evolution/Innovation
FOD2120	Meal Planning 2	FOD3130	The Food Entrepreneur
		FOD3140	International Cuisine 2

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(continued)

Provincially Authorized Senior High School Courses, Course Codes and Course Names

Forestry [Each course is worth 1 credit.] ❶ ❷

FOR1010	Why Forestry?	FOR2070	Harvest Practices (Fibre Harvest & Processing)
FOR1020	Forest Regions of Canada	FOR2100	Forests Forever 2 (Management Practices)
WLD1030	Outdoor Experiences 1 (Survival Skills)	FOR2120	Users in the Forest
FOR1050	Mapping & Aerial Photos	FOR3010	Issues in Forestry
FOR1060	Measuring the Forest 1 (Measurement Skills)	FOR3060	Measuring the Forest 3 (Survey Applications)
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)	FOR3070	The Forest Marketplace
FOR1100	Forests Forever 1 (Forest Use & Protection)	FOR3080	Forest Technology Applications
FOR2010	Making a Difference (Protection & Stewardship)	FOR3090	Forest Ecology 2 (Silvics & Succession)
FOR2030	Managing Alberta Forests	FOR3110	Silviculture (Growing the Forest)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	FOR3120	Integrated Resource Management (Balancing Needs)
FOR2060	Measuring the Forest 2 (Sampling Techniques)		

Information Processing [Each course is worth 1 credit.] ❶ ❷

INF1020	Keyboarding 1	INF2210	Computer Science 2
INF1030	Word Processing 1	INF2220	Object-oriented Programming 1
INF1040	Graphics Tools	INF3010	Hardware/Software Analysis
INF1050	Database 1	INF3020	Local Area Networks
INF1060	Spreadsheet 1	INF3030	Keyboarding 4
INF1070	Hypermedia Tools	INF3040	Keyboarding 5
INF1080	Programming 1	INF3050	Keyboarding 6
INF1210	Computer Science 1	INF3060	Word Processing 3
INF2010	Workstation Operations	INF3070	Electronic Publishing 2
INF2030	Keyboarding 2	INF3080	Information Management Tools
INF2040	Keyboarding 3	INF3090	Software Integration 3
INF2050	Word Processing 2	INF3100	Specialization 1
INF2060	Electronic Publishing 1	INF3110	Specialization 2
INF2070	Database 2	INF3120	Software Integration 2
INF2080	Spreadsheet 2	INF3130	Multimedia Authoring 2
INF2090	Correspondence	INF3140	Expert Systems
INF2100	Reports	INF3150	Programming Application 1
INF2110	Tables/Forms	INF3160	Programming Application 2
INF2120	Software Integration 1	INF3170	Programming Application 3
INF2130	Multimedia Authoring 1	INF3180	Telecommunications 2
INF2140	Process Control	INF3190	Information Highway 3
INF2150	Programming 2	INF3200	Internet Services
INF2160	Programming 3	INF3210	Computer Science 3
INF2170	Programming 4	INF3220	Object-oriented Programming 2
INF2180	Programming 5	INF3230	Dynamic Data Structures 1
INF2190	Telecommunications 1	INF3240	Dynamic Data Structures 2
INF2200	Information Highway 2		

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Legal Studies [Each course is worth 1 credit.] ❶ ❷

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)	LGS3010	Consumer & Property Law
LGS1020	You & the Law 2 (in Society and in the Workplace)	LGS3020	Dispute Resolution
		LGS3040	Negligence
LGS2010	Family Law	LGS3050	Law & Small Business
LGS2020	Labour Law	LGS3060	Controversy & Change
LGS2030	Environmental Law	LGS3070	Landmark Decisions
LGS2050	Law & the Traveller	LGS3080	Criminal Law

Logistics [Each course is worth 1 credit.] ❶ ❷

LOG1010	Logistics	LOG2030	Purchasing 2
LOG1020	Warehouse & Distribute 1	LOG2040	Inventory Management 1
LOG1030	Traffic & Transport 1	LOG3010	Warehouse & Distribute 3
LOG1040	Purchasing 1	LOG3020	Traffic & Transport 3
LOG2010	Warehouse & Distribute 2	LOG3030	Purchasing 3
LOG2020	Traffic & Transport 2	LOG3040	Inventory Management 2

Management and Marketing [Each course is worth 1 credit.] ❶ ❷

MAM1010	Management & Marketing Basics		
MAM1020	Quality Customer Service	MAM3010	The Business Organization
MAM1030	Communication Strategies 1	MAM3020	Business in the Canadian Economy
MAM1040	E-commerce 1	MAM3030	Business in the Global Marketplace
MAM2010	Managing for Quality	MAM3040	Promotion: Sales Techniques
MAM2030	Promotion: Visual Merchandising	MAM3050	Distributing Goods & Services
MAM2040	Retail Operations	MAM3060	Setting Up a Retail Store
MAM2050	Office Systems 1	MAM3070	Office Systems 2
MAM2060	Communication Strategies 2	MAM3080	Communication Strategies 3
MAM2080	Records Management 1	MAM3090	Records Management 2
MAM2090	Promotion: Print Advertising	MAM3100	Promotion: Broadcast Advertising
MAM2110	E-commerce 2	MAM3120	E-commerce 3

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Mechanics [Each course is worth 1 credit.] ❶ ❷

MEC1010	Modes & Mechanisms	MEC2190	Surface Preparation 2
MEC1020	Vehicle Service & Care	MEC2200	Refinishing 1
MEC1040	Engine Fundamentals	MEC2210	Touch-up & Finishing
MEC1090	Electrical Fundamentals	MEC2220	Interior Repairs
MEC1110	Pneumatics & Hydraulics	MEC3010	Buying & Selling Vehicles
MEC1130	Mechanical Systems	MEC3020	Vehicle Value Appraisal
MEC1150	Ride & Control Systems	MEC3030	Engine Diagnosis
MEC1160	Structures & Materials	MEC3040	Engine Tune-up
MEC1170	Metal Forming & Finishing	MEC3050	Engine Replacement
MEC1190	Surface Preparation 1	MEC3060	Engine Reconditioning 1
MEC2010	Vehicle Detailing	MEC3070	Engine Reconditioning 2
MEC2020	Vehicle Maintenance	MEC3080	Alternative Energy Systems
MEC2030	Lubrication & Cooling	MEC3090	Computer Systems
MEC2040	Fuel & Exhaust Systems	MEC3100	Safety Systems
MEC2050	Alternative Fuel Engines	MEC3110	Climate Control
MEC2060	Ignition Systems	MEC3120	Power Assisting
MEC2070	Emission Controls	MEC3130	Automatic Transmissions
MEC2090	Electrical Components	MEC3140	Drive Train Repair
MEC2100	Power Assist Accessories	MEC3150	Wheel Alignment
MEC2110	Braking Systems	MEC3160	Body Repair Estimation
MEC2120	Hydraulic Accessories	MEC3170	Damage Analysis
MEC2130	Drive Trains	MEC3180	Damage Repair 1
MEC2140	Transmissions/Transaxles	MEC3190	Damage Repair 2
MEC2150	Suspension Systems	MEC3200	Refinishing 2
MEC2160	Steering Systems	MEC3210	Plastic & Fibreglass
MEC2170	Metal Repair & Finishing	MEC3220	Glass Replacement
MEC2180	Trim Replacement	MEC3230	Refinishing 3

Tourism Studies [Each course is worth 1 credit.] ❶ ❷

TOU1010	The Tourism Industry	TOU2080	Travel Planning
TOU1020	People & Places	TOU2090	Tourism Interpretation 1
TOU1030	Quality Guest Service	TOU2100	Tourism Interpretation 2
TOU1040	The Food Sector	TOU3030	Food Service Operations
TOU1050	The Accommodation Sector	TOU3040	Hotel/Motel Operations
TOU1060	The Travel Sector	TOU3050	Alternative Accommodations
TOU1070	The Attractions Sector	TOU3060	Travel Agency Operations
TOU2010	Tourism Events	TOU3070	Reservations & Ticketing
TOU2040	Food Functions	TOU3080	Air Transportation
TOU2050	Meetings & Conferences	TOU3090	Surface Transportation
TOU2060	Tourism Destinations 1	TOU3100	Attractions Operations
TOU2070	Tourism Destinations 2	TOU3110	Adventure & Ecotourism

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CAREER AND TECHNOLOGY STUDIES ★(continued)

Wildlife [Each course is worth 1 credit.] ❶ ❷

WLD1010	What Is Wildlife?	WLD2060	Interactions (Wildlife & Society)
WLD1020	Natural History of Wildlife	WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD1030	Outdoor Experiences 1 (Survival Skills)		
WLD1050	Taking Responsibility (People, Culture & Wildlife)	WLD2090	Issues in Wildlife 1 (Research & Analysis)
		WLD3020	Making a Difference (Protection & Stewardship)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)	WLD3040	Wildlife Research
WLD1080	Angling & Fish Management	WLD3050	Wildlife Management 1 (Basic Principles)
WLD2020	Measuring the Value (Diversity of Wildlife Values)	WLD3060	Wildlife Management 2 (Applications)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	WLD3090	Issues in Wildlife 2 (Negotiation & Debate)
WLD2040	Wildlife Spaces & Species		

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Appendix 2

Registered Apprenticeship Program (RAP) Course Codes and Course Names

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both the Curriculum Branch and Apprenticeship and Industry Training. Complete details about apprenticeship can be found on the Web site at www.tradesecrets.org.

Registered Apprenticeship Program courses are classified as locally developed courses. School authorities intending to offer this program should refer to the following policy and service documents:

- Off-campus Education policy found in the *K–12 Learning System Policy, Regulations and Forms Manual*
- *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000
- *Registered Apprenticeship Program: Information Manual*, February 2003.

Note: For courses and course codes approved after the printing of this *Guide*, check the online version of the *Guide to Education: ECS to Grade 12*. The newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP)		
RAP4164 Agricultural Equipment Technician 15 ❶ ......(5)	RAP5164 Agricultural Equipment Technician 25A ❶ ......(5) RAP5165 Agricultural Equipment Technician 25B ❶ ......(5) RAP5166 Agricultural Equipment Technician 25C ❶ ......(5)	RAP6164 Agricultural Equipment Technician 35A ❶ ......(5) RAP6165 Agricultural Equipment Technician 35B ❶ ......(5) RAP6166 Agricultural Equipment Technician 35C ❶ ......(5) RAP6167 Agricultural Equipment Technician 35D ❶ ......(5)
RAP1659 Appliance Service Technician 15 ......(5)	RAP2659 Appliance Service Technician 25A ......(5) RAP2660 Appliance Service Technician 25B ......(5) RAP2661 Appliance Service Technician 25C ......(5)	RAP3659 Appliance Service Technician 35A ......(5) RAP3660 Appliance Service Technician 35B ......(5) RAP3661 Appliance Service Technician 35C ......(5) RAP3662 Appliance Service Technician 35D ......(5)
RAP1992 Auto Body Technician 15 .....(5)	RAP2992 Auto Body Technician 25A... (5) RAP2993 Auto Body Technician 25B... (5) RAP2994 Auto Body Technician 25C .. (5)	RAP3992 Auto Body Technician 35A.....(5) RAP3993 Auto Body Technician 35B.....(5) RAP3994 Auto Body Technician 35C ....(5) RAP3995 Auto Body Technician 35D ....(5)
RAP1762 Automotive Service Technician 15 ......(5)	RAP2762 Automotive Service Technician 25A ......(5) RAP2763 Automotive Service Technician 25B ......(5) RAP2764 Automotive Service Technician 25C ......(5)	RAP3762 Automotive Service Technician 35A ......(5) RAP3763 Automotive Service Technician 35B ......(5) RAP3764 Automotive Service Technician 35C ......(5) RAP3765 Automotive Service Technician 35D ......(5)

❶ Formerly Agricultural Mechanic.

(continued)

Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this *Guide*.

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4100 Baker 15 .... (5)	RAP5100 Baker 25A .... (5) RAP5101 Baker 25B .... (5) RAP5102 Baker 25C .... (5)	RAP6100 Baker 35A .... (5) RAP6101 Baker 35B .... (5) RAP6102 Baker 35C .... (5) RAP6103 Baker 35D .... (5)
RAP4168 Boilermaker 15 .... (5)	RAP5168 Boilermaker 25A ...... (5) RAP5169 Boilermaker 25B ...... (5) RAP5170 Boilermaker 25C ...... (5)	RAP6168 Boilermaker 35A ...... (5) RAP6169 Boilermaker 35B ...... (5) RAP6170 Boilermaker 35C ...... (5) RAP6171 Boilermaker 35D ...... (5)
RAP4172 Bricklayer 15 .... (5)	RAP5172 Bricklayer 25A .... (5) RAP5173 Bricklayer 25B .... (5) RAP5174 Bricklayer 25C .... (5)	RAP6172 Bricklayer 35A .... (5) RAP6173 Bricklayer 35B .... (5) RAP6174 Bricklayer 35C .... (5) RAP6175 Bricklayer 35D .... (5)
RAP4104 Cabinetmaker 15 .... (5)	RAP5104 Cabinetmaker 25A ..... (5) RAP5105 Cabinetmaker 25B ..... (5) RAP5106 Cabinetmaker 25C ..... (5)	RAP6104 Cabinetmaker 35A ..... (5) RAP6105 Cabinetmaker 35B ..... (5) RAP6106 Cabinetmaker 35C ..... (5) RAP6107 Cabinetmaker 35D ..... (5)
RAP4108 Carpenter 15 .... (5)	RAP5108 Carpenter 25A .... (5) RAP5109 Carpenter 25B .... (5) RAP5110 Carpenter 25C .... (5)	RAP6108 Carpenter 35A .... (5) RAP6109 Carpenter 35B .... (5) RAP6110 Carpenter 35C .... (5) RAP6111 Carpenter 35D .... (5)
RAP4180 Communication Technician 15 ❶ .... (5)	RAP5180 Communication Technician 25A ❶ ...... (5) RAP5181 Communication Technician 25B ❶ ...... (5) RAP5182 Communication Technician 25C ❶ ...... (5)	RAP6180 Communication Technician 35A ❶ ...... (5) RAP6181 Communication Technician 35B ❶ ...... (5) RAP6182 Communication Technician 35C ❶ ...... (5) RAP6183 Communication Technician 35D ❶ ...... (5)
RAP4176 Concrete Finisher 15 ...... (5)	RAP5176 Concrete Finisher 25A ..... (5) RAP5177 Concrete Finisher 25B ..... (5) RAP5178 Concrete Finisher 25C ..... (5)	RAP6176 Concrete Finisher 35A ..... (5) RAP6177 Concrete Finisher 35B ..... (5) RAP6178 Concrete Finisher 35C ..... (5) RAP6179 Concrete Finisher 35D ..... (5)
RAP4112 Cook 15 .... (5)	RAP5112 Cook 25A .... (5) RAP5113 Cook 25B .... (5) RAP5114 Cook 25C .... (5)	RAP6112 Cook 35A .... (5) RAP6113 Cook 35B .... (5) RAP6114 Cook 35C .... (5) RAP6115 Cook 35D .... (5)
RAP4184 Crane and Hoisting Equipment Operator 15 ...... (5)	RAP5184 Crane and Hoisting Equipment Operator 25A ..... (5) RAP5185 Crane and Hoisting Equipment Operator 25B ..... (5) RAP5186 Crane and Hoisting Equipment Operator 25C .... (5)	RAP6184 Crane and Hoisting Equipment Operator 35A ..... (5) RAP6185 Crane and Hoisting Equipment Operator 35B ..... (5) RAP6186 Crane and Hoisting Equipment Operator 35C ... (5) RAP6187 Crane and Hoisting Equipment Operator 35D ..... (5)
RAP4116 Electrical Motor Systems Technician 15 ❷ .... (5)	RAP5116 Electrical Motor Systems Technician 25A ❷ ...... (5) RAP5117 Electrical Motor Systems Technician 25B ❷ ...... (5) RAP5118 Electrical Motor Systems Technician 25C ❷ ...... (5)	RAP6116 Electrical Motor Systems Technician 35A ❷ ...... (5) RAP6117 Electrical Motor Systems Technician 35B ❷ ...... (5) RAP6118 Electrical Motor Systems Technician 35C ❷ ...... (5) RAP6119 Electrical Motor Systems Technician 35D ❷ ...... (5)
RAP1758 Electrician 15 .... (5)	RAP2758 Electrician 25A .... (5) RAP2759 Electrician 25B .... (5) RAP2760 Electrician 25C .... (5)	RAP3758 Electrician 35A .... (5) RAP3759 Electrician 35B .... (5) RAP3760 Electrician 35C .... (5) RAP3761 Electrician 35D .... (5)

(continued)

❶ Formerly Communication Electrician.

❷ Formerly Electrical Rewind Mechanic.

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4256 Elevator Constructor 15 .... (5)	RAP5256 Elevator Constructor 25A .... (5) RAP5257 Elevator Constructor 25B .... (5) RAP5258 Elevator Constructor 25C ... (5)	RAP6256 Elevator Constructor 35A ....(5) RAP6257 Elevator Constructor 35B ....(5) RAP6258 Elevator Constructor 35C ....(5) RAP6259 Elevator Constructor 35D ....(5)
RAP4120 Floorcovering Installer 15 .... (5)	RAP5120 Floorcovering Installer 25A.. (5) RAP5121 Floorcovering Installer 25B.. (5) RAP5122 Floorcovering Installer 25C.. (5)	RAP6120 Floorcovering Installer 35A..(5) RAP6121 Floorcovering Installer 35B..(5) RAP6122 Floorcovering Installer 35C..(5) RAP6123 Floorcovering Installer 35D..(5)
RAP4124 Gasfitter—First Class 15 ..... (5)	RAP5124 Gasfitter—First Class 25A... (5) RAP5125 Gasfitter—First Class 25B... (5) RAP5126 Gasfitter—First Class 25C... (5)	RAP6124 Gasfitter—First Class 35A...(5) RAP6125 Gasfitter—First Class 35B...(5) RAP6126 Gasfitter—First Class 35C...(5) RAP6127 Gasfitter—First Class 35D...(5)
RAP4128 Glazier 15 .... (5)	RAP5128 Glazier 25A .... (5) RAP5129 Glazier 25B .... (5) RAP5130 Glazier 25C .... (5)	RAP6128 Glazier 35A ....(5) RAP6129 Glazier 35B ....(5) RAP6130 Glazier 35C ....(5) RAP6131 Glazier 35D ....(5)
RAP1853 Hairstylist 15 .... (5)	RAP2853 Hairstylist 25A .... (5) RAP2854 Hairstylist 25B .... (5) RAP2855 Hairstylist 25C .... (5)	RAP3853 Hairstylist 35A ....(5) RAP3854 Hairstylist 35B ....(5) RAP3855 Hairstylist 35C ....(5) RAP3856 Hairstylist 35D ....(5)
RAP1988 Heavy Equipment Technician 15 .... (5)	RAP2988 Heavy Equipment Technician 25A .... (5) RAP2989 Heavy Equipment Technician 25B .... (5) RAP2990 Heavy Equipment Technician 25C .... (5)	RAP3988 Heavy Equipment Technician 35A ....(5) RAP3989 Heavy Equipment Technician 35B ....(5) RAP3990 Heavy Equipment Technician 35C ....(5) RAP3991 Heavy Equipment Technician 35D ....(5)
RAP4132 Instrument Technician 15 .... (5)	RAP5132 Instrument Technician 25A.. (5) RAP5133 Instrument Technician 25B.. (5) RAP5134 Instrument Technician 25C . (5)	RAP6132 Instrument Technician 35A..(5) RAP6133 Instrument Technician 35B..(5) RAP6134 Instrument Technician 35C .(5) RAP6135 Instrument Technician 35D .(5)
RAP4136 Insulator 15......................... (5)	RAP5136 Insulator 25A...................... (5) RAP5137 Insulator 25B...................... (5) RAP5138 Insulator 25C...................... (5)	RAP6136 Insulator 35A......................(5) RAP6137 Insulator 35B......................(5) RAP6138 Insulator 35C......................(5) RAP6139 Insulator 35D......................(5)
RAP4188 Ironworker 15...................... (5)	RAP5188 Ironworker 25A.................... (5) RAP5189 Ironworker 25B.................... (5) RAP5190 Ironworker 25C.................... (5)	RAP6188 Ironworker 35A....................(5) RAP6189 Ironworker 35B....................(5) RAP6190 Ironworker 35C....................(5) RAP6191 Ironworker 35D....................(5)
RAP4192 Landscape Gardener 15 ...... (5)	RAP5192 Landscape Gardener 25A ... (5) RAP5193 Landscape Gardener 25B ... (5) RAP5194 Landscape Gardener 25C ... (5)	RAP6192 Landscape Gardener 35A ...(5) RAP6193 Landscape Gardener 35B ...(5) RAP6194 Landscape Gardener 35C ...(5) RAP6195 Landscape Gardener 35D ...(5)
RAP4196 Lather-Interior Systems Mechanic 15 .... (5)	RAP5196 Lather-Interior Systems Mechanic 25A .... (5) RAP5197 Lather-Interior Systems Mechanic 25B .... (5) RAP5198 Lather-Interior Systems Mechanic 25C .... (5)	RAP6196 Lather-Interior Systems Mechanic 35A ....(5) RAP6197 Lather-Interior Systems Mechanic 35B ....(5) RAP6198 Lather-Interior Systems Mechanic 35C ....(5) RAP6199 Lather-Interior Systems Mechanic 35D ....(5)

(continued)

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4260 Locksmith 15 .... (5)	RAP5260 Locksmith 25A .... (5) RAP5261 Locksmith 25B .... (5) RAP5262 Locksmith 25C .... (5)	RAP6260 Locksmith 35A .... (5) RAP6261 Locksmith 35B .... (5) RAP6262 Locksmith 35C .... (5) RAP6263 Locksmith 35D .... (5)
RAP4140 Machinist 15 .... (5)	RAP5140 Machinist 25A .... (5) RAP5141 Machinist 25B .... (5) RAP5142 Machinist 25C .... (5)	RAP6140 Machinist 35A .... (5) RAP6141 Machinist 35B .... (5) RAP6142 Machinist 35C .... (5) RAP6143 Machinist 35D .... (5)
RAP4144 Millwright 15 .... (5)	RAP5144 Millwright 25A .... (5) RAP5145 Millwright 25B .... (5) RAP5146 Millwright 25C .... (5)	RAP6144 Millwright 35A .... (5) RAP6145 Millwright 35B .... (5) RAP6146 Millwright 35C .... (5) RAP6147 Millwright 35D .... (5)
RAP1646 Motorcycle Mechanic 15 ...... (5)	RAP2646 Motorcycle Mechanic 25A ... (5) RAP2647 Motorcycle Mechanic 25B ... (5) RAP2648 Motorcycle Mechanic 25C .. (5)	RAP3646 Motorcycle Mechanic 35A ...(5) RAP3647 Motorcycle Mechanic 35B ...(5) RAP3648 Motorcycle Mechanic 35C ...(5) RAP3649 Motorcycle Mechanic 35D ...(5)

RAP4284 Outdoor Power Equipment
    Technician 15 .... (5)
	RAP5284 Outdoor Power Equipment
	    Technician 25A .... (5)
	RAP5285 Outdoor Power Equipment
	    Technician 25B .... (5)
	RAP5286 Outdoor Power Equipment
	    Technician 25C .... (5)
		RAP6284 Outdoor Power Equipment
		    Technician 35A .... (5)
		RAP6285 Outdoor Power Equipment
		    Technician 35B .... (5)
		RAP6286 Outdoor Power Equipment
		    Technician 35C .... (5)
		RAP6287 Outdoor Power Equipment
		    Technician 35D .... (5)

RAP4148 Painter and Decorator 15 ..... (5)	RAP5148 Painter and Decorator 25A .. (5) RAP5149 Painter and Decorator 25B .. (5) RAP5150 Painter and Decorator 25C .. (5)	RAP6148 Painter and Decorator 35A ..(5) RAP6149 Painter and Decorator 35B ..(5) RAP6150 Painter and Decorator 35C ..(5) RAP6151 Painter and Decorator 35D ..(5)
RAP1655 Parts Technician 15 ❶ .... (5)	RAP2655 Parts Technician 25A ❶ ..... (5) RAP2656 Parts Technician 25B ❶ ..... (5) RAP2657 Parts Technician 25C ❶ ..... (5)	RAP3655 Parts Technician 35A ❶ .....(5) RAP3656 Parts Technician 35B ❶ .....(5) RAP3657 Parts Technician 35C ❶ .....(5) RAP3658 Parts Technician 35D ❶ .....(5)
RAP4152 Plumber 15 .... (5)	RAP5152 Plumber 25A .... (5) RAP5153 Plumber 25B .... (5) RAP5154 Plumber 25C .... (5)	RAP6152 Plumber 35A ....(5) RAP6153 Plumber 35B ....(5) RAP6154 Plumber 35C ....(5) RAP6155 Plumber 35D ....(5)
RAP4204 Power Lineman 15 .... (5)	RAP5204 Power Lineman 25A .... (5) RAP5205 Power Lineman 25B .... (5) RAP5206 Power Lineman 25C .... (5)	RAP6204 Power Lineman 35A ....(5) RAP6205 Power Lineman 35B ....(5) RAP6206 Power Lineman 35C ....(5) RAP6207 Power Lineman 35D ....(5)

RAP4208 Power System
    Electrician 15 .... (5)
	RAP5208 Power System
	    Electrician 25A .... (5)
	RAP5209 Power System
	    Electrician 25B .... (5)
	RAP5210 Power System
	    Electrician 25C .... (5)
		RAP6208 Power System
		    Electrician 35A .... (5)
		RAP6209 Power System
		    Electrician 35B .... (5)
		RAP6210 Power System
		    Electrician 35C .... (5)
		RAP6211 Power System
		    Electrician 35D .... (5)

(continued)

❶ Formerly Partsman.

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4280 Recreation Vehicle Service Technician 15 ....(5)	RAP5280 Recreation Vehicle Service Technician 25A...................(5) RAP5281 Recreation Vehicle Service Technician 25B...................(5) RAP5282 Recreation Vehicle Service Technician 25C...................(5)	RAP6280 Recreation Vehicle Service Technician 35A...................(5) RAP6281 Recreation Vehicle Service Technician 35B...................(5) RAP6282 Recreation Vehicle Service Technician 35C...................(5) RAP6283 Recreation Vehicle Service Technician 35D...................(5)
RAP4156 Refrigeration and Air Conditioning Mechanic 15....(5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25A .(5) RAP5157 Refrigeration and Air Conditioning Mechanic 25B .(5) RAP5158 Refrigeration and Air Conditioning Mechanic 25C .(5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35A .(5) RAP6157 Refrigeration and Air Conditioning Mechanic 35B .(5) RAP6158 Refrigeration and Air Conditioning Mechanic 35C .(5) RAP6159 Refrigeration and Air Conditioning Mechanic 35D .(5)
RAP4224 Roofer 15 ....(5)	RAP5224 Roofer 25A ....(5) RAP5225 Roofer 25B ....(5) RAP5226 Roofer 25C ....(5)	RAP6224 Roofer 35A ....(5) RAP6225 Roofer 35B ....(5) RAP6226 Roofer 35C ....(5) RAP6227 Roofer 35D ....(5)
RAP4228 Sawfiler 15 ....(5)	RAP5228 Sawfiler 25A ....(5) RAP5229 Sawfiler 25B ....(5) RAP5230 Sawfiler 25C ....(5)	RAP6228 Sawfiler 35A ....(5) RAP6229 Sawfiler 35B ....(5) RAP6230 Sawfiler 35C ....(5) RAP6231 Sawfiler 35D ....(5)
RAP4232 Sheet Metal Worker 15 ....(5)	RAP5232 Sheet Metal Worker 25A .....(5) RAP5233 Sheet Metal Worker 25B .....(5) RAP5234 Sheet Metal Worker 25C .....(5)	RAP6232 Sheet Metal Worker 35A......(5) RAP6233 Sheet Metal Worker 35B......(5) RAP6234 Sheet Metal Worker 35C .....(5) RAP6235 Sheet Metal Worker 35D .....(5)
RAP4236 Sprinkler Systems Installer 15 ....(5)	RAP5236 Sprinkler Systems Installer 25A ....(5) RAP5237 Sprinkler Systems Installer 25B ....(5) RAP5238 Sprinkler Systems Installer 25C ....(5)	RAP6236 Sprinkler Systems Installer 35A ....(5) RAP6237 Sprinkler Systems Installer 35B ....(5) RAP6238 Sprinkler Systems Installer 35C ....(5) RAP6239 Sprinkler Systems Installer 35D ....(5)
RAP4160 Steamfitter–Pipefitter 15 ....(5)	RAP5160 Steamfitter–Pipefitter 25A....(5) RAP5161 Steamfitter–Pipefitter 25B....(5) RAP5162 Steamfitter–Pipefitter 25C....(5)	RAP6160 Steamfitter–Pipefitter 35A....(5) RAP6161 Steamfitter–Pipefitter 35B....(5) RAP6162 Steamfitter–Pipefitter 35C ...(5) RAP6163 Steamfitter–Pipefitter 35D....(5)
RAP4240 Structural Steel and Plate Fitter 15 ....(5)	RAP5240 Structural Steel and Plate Fitter 25A...................(5) RAP5241 Structural Steel and Plate Fitter 25B...................(5) RAP5242 Structural Steel and Plate Fitter 25C ....(5)	RAP6240 Structural Steel and Plate Fitter 35A...................(5) RAP6241 Structural Steel and Plate Fitter 35B...................(5) RAP6242 Structural Steel and Plate Fitter 35C...................(5) RAP6243 Structural Steel and Plate Fitter 35D...................(5)
RAP4244 Tilesetter 15 ....(5)	RAP5244 Tilesetter 25A ....(5) RAP5245 Tilesetter 25B ....(5) RAP5246 Tilesetter 25C ....(5)	RAP6244 Tilesetter 35A ....(5) RAP6245 Tilesetter 35B ....(5) RAP6246 Tilesetter 35C ....(5) RAP6247 Tilesetter 35D ....(5)
RAP4248 Tool and Die Maker 15.........(5)	RAP5248 Tool and Die Maker 25A ......(5) RAP5249 Tool and Die Maker 25B ......(5) RAP5250 Tool and Die Maker 25C ......(5)	RAP6248 Tool and Die Maker 35A .....(5) RAP6249 Tool and Die Maker 35B .....(5) RAP6250 Tool and Die Maker 35C .....(5) RAP6251 Tool and Die Maker 35D .....(5)

(continued)

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4252 Transport Refrigeration Technician 15 ❶ ....(5)	RAP5252 Transport Refrigeration Technician 25A ❶ ....(5) RAP5253 Transport Refrigeration Technician 25B ❶ ....(5) RAP5254 Transport Refrigeration Technician 25C ❶ ....(5)	RAP6252 Transport Refrigeration Technician 35A ❶ ....(5) RAP6253 Transport Refrigeration Technician 35B ❶ ....(5) RAP6254 Transport Refrigeration Technician 35C ❶ ....(5) RAP6255 Transport Refrigeration Technician 35D ❶ ....(5)
RAP1641 Water Well Driller 15............(5)	RAP2641 Water Well Driller 25A......... (5) RAP2642 Water Well Driller 25B......... (5) RAP2643 Water Well Driller 25C......... (5)	RAP3641 Water Well Driller 35A.........(5) RAP3642 Water Well Driller 35B.........(5) RAP3643 Water Well Driller 35C.........(5) RAP3644 Water Well Driller 35D.........(5)
RAP1663 Welder 15............................(5)	RAP2663 Welder 25A .... (5) RAP2664 Welder 25B .... (5) RAP2665 Welder 25C .... (5)	RAP3663 Welder 35A ....(5) RAP3664 Welder 35B ....(5) RAP3665 Welder 35C ....(5) RAP3666 Welder 35D ....(5)

❶ Formerly Transport Refrigeration Mechanic.

Appendix 3

Course Challenge

General Information

Exceptions

School authorities are required to act in accordance with Appendix 3.

Course challenge is a provision that allows senior high school students to challenge the outcomes for a course by participating in a formal assessment process, rather than taking the course.

Assessment process is the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence. There are some exceptions. The course challenge does not apply for courses having no specifically defined content in the program of studies; e.g., Special Projects 10, 20 and 30 and Work Experience 15, 25 and 35.

The following courses are also excluded from the challenge provision:

- French 13
- Mathematics Preparation 10
- All RAP courses
- CTS courses completed in grades 7, 8 and 9.

Course challenge is a provision that allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process, be given a final course mark, and, if successful, credits in that course.

Course challenge in diploma examination courses applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Course sequence refers to a sequence of courses that together comprise a complete set of prerequisites; e.g., French Language Arts 10–20–30.

School authority includes a school board, a charter school or an accredited private school.

Summative evaluation means final evaluation of learning outcomes.

Procedures

The following procedures are mandated by Alberta Education.

The course challenge process shall be available to any senior high school student in Alberta who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment. For diploma examination courses, this applies only to the school-awarded mark component.

Students

The student shall initiate the course challenge process and shall take the responsibility for providing evidence of readiness to challenge a course; e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher.

A student may not initiate a course challenge for a course in a lower level sequence if the student has already completed a course in a higher level sequence. For example, a student who has earned credits for Pure Mathematics 30 may not challenge Mathematics 24; however, a student who has been waived to a higher level course in a sequence may challenge the lower level course(s) in that sequence. For example, a student who is waived into Pure Mathematics 30 may challenge Pure Mathematics 20.

A student who successfully completes a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination in order to be eligible for a final course mark and credit in that course.

High School Principal

- Course challenges shall be administered by the senior high school according to its policy, only after the student is enrolled in the senior high school.

- A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, student, parent(s) and subject teacher(s). The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to handle successfully the course at the next level.

- The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, parent(s) and subject teacher.

- The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning expectations for the course as outlined in the program of studies, in a timely and practical manner.

- The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.

Marks, Credits, Reporting

- The senior high school principal shall report a student's achievement in a course challenge according to the directive under Reporting Student Achievement in Senior High School Subjects in the Student Assessment in Senior High School Subjects section.

- A student who successfully demonstrates through the course challenge process that he or she possesses the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

- Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for pass for courses lower in the course sequence shall be reported by the principal. A course challenge is to be reported upon completion.

Funding

- A school shall not charge funded senior high school students or their families a fee for administering course challenges. Schools shall receive 20% of the full credit enrollment unit funding for a student who completes a course challenge and who does not choose to take the course in that semester.

- A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.

- If a student chooses to take a course in the same semester in which he or she attempts a course challenge either successfully or unsuccessfully, the school shall submit only the course mark. That is, in such circumstances, any mark achieved through the course challenge process is invalid, and the school will be funded for the full credit enrollment unit.

- A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course, or wishes to raise his or her mark, the student is required to take the course.

School Authorities

- Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

- Each school authority shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.

- A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, other than for those exceptions noted under General Information at the beginning of this appendix. Also see the Awarding Course Credits section.

- A school authority may choose to provide for requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment; e.g., personal transportation.

Appendix 4

Alberta High School Diploma Graduation Requirements Prior to 1994–1995

General High School Diploma Requirements	1987–1988 and prior	1988–1989	1989–1990 through 1993–1994
Core			
English Language Arts/ Français	15	15	15
Social Studies/Études sociales	10	15	15
Mathematics/Mathématiques	5	5	8
Science/Science	3	6	8
Career and Life Management/ Carrière et Vie	–	3	3
Physical Education/ Éducation physique	2	3	3
Additional Requirements			
10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits	10★	10	10
Specified Credits	45	57	62
Unspecified Credits	55	43	38
Minimum Credit Requirement	100	100	100

★ Social Studies 30 or 33 could be used as five additional 30-level credits the 1987–1988 and prior time frame.

Advanced High School Diploma Requirements	1987–1988 and prior	1988–1989 through 1991–1992	1991–1992 through 1993–1994
Core			
English Language Arts/ Français	15	15	15
Social Studies/Études sociales	15	15	15
Mathematics/Mathématiques	15	15	15
Science/Science	11	11	15
Career and Life Management/ Carrière et Vie	–	3	3
Physical Education/ Éducation physique	2	3	3
Complementary Category C★★	–	10	10
Specified Credits	58	72	76
Unspecified Credits	42	28	24
Minimum Credit Requirement	100	100	100

★★**Category C** – Complementary Courses

A Second Languages

English 10–20–30❶	German 10–20–30–31
French Language Arts 10–20–30	Italian 10–20–30
Ukrainian Language Arts 10–20–30	Latin 10–20–30
French 10–20–30	Spanish 10–20–30
French 10S–20S–30S	Ukrainian 10–20–30
French 10N–20N–30N	Ukrainian 10S–20S–30S

B Fine Arts

Art 10–20–30	Music 10–20–30
Art 11–21–31	Music 11–21–31
Drama 10–20–30	Music 12

C Business Education

Law 20–30	Business Communications 20
Accounting 10–20–30	Business Calculations 20
Computer Processing 10–20–30	Office Procedures 20–30
Computer Literacy 10	Shorthand 20–30
Marketing 20–30	Typewriting 10–20–30
Basic Business 20–30	Dicta Typing 20
Business Education 10–20–30	Word Processing 30
Record Keeping 10	

D Home Economics

Clothing and Textiles 10–20–30	Food Studies 10–20–30
Personal Living Skills 10–20–30	

E Industrial Education

Industrial Education 10–20–30	Drafting 12–22–32
Production Science 30	Graphic Arts 22–32
Building Construction 12–22–32	Drafting 10–20
Machine Shop 12–22–32	Horticulture 12–22–32
Piping 12–22–32	Mechanics 12
Sheet Metal 12–22–32	Related Mechanics 22–32
Welding 12–22–32	Automotives 22–32
Electricity–Electronics 12	Auto Body 12–22–32
Electricity 22–32	Beauty Culture 12–22–32
Electronics 22–32	Food Preparation 12–22–32
Visual Communications 12–22–32	Health Services 12–22–32

F Physical Education

Industrial Education 10–20–30

❶ Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

Appendix 5

Certificate of Achievement

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits❶
English Language Arts❷	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3)❸ OR Eng Lang Arts 16(3) 26(3) and 20-2(5) OR Eng Lang Arts 16(3) and 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3, 4, 5)
Career and Life Management	3	1	CALM (3)
Core Courses	25/27❹		
Courses selected from the Occupational Clusters❺❻ • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational courses 16 level – recommended minimum of 10 credits 26 level – recommended minimum of 20 credits 36 level – required minimum of 10 credits
	65/67 Specified Credits❹		13/15 Unspecified Credits❹

❶ Credits are indicated in parentheses.

❷ To be considered for a Certificate of Achievement, a student must complete successfully the English Language Arts requirements.

❸ Francophone students in IOP are encouraged to take Français 16(3), Français 26(3) and Français 36(3), in addition to the English Language Arts courses indicated above.

❹ Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.

❺ One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program in order to meet the 10-credit requirements.

❻ Students may meet the 40-credit occupational course requirement by completing:
  • IOP occupational courses from among the clusters listed on the previous page, AND/OR
  • 40 credits in CTS courses including 10 credits in advanced-level courses, AND/OR
  • 40 credits in RAP including two 35-level RAP courses, AND/OR
  • 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
  • any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses, or 36-level occupational courses, or ten advanced-level CTS courses.

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